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SPECIAL EDUCATION
ANNUAL REVIEW

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SECOND ANNUAL REVIEW

1983-1984

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THE DEVELOPMENT OF COMPREHENSIVE SPECIAL EDUCATION PROGRAMS AND SERVICES

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

THE DEVELOPMENT OF COMPREHENSIVE SPECIAL EDUCATION PROGRAMS AND SERVICES, 1982 - 1985

SECOND ANNUAL REVIEW

1983 - 1984

PREAMBLE

In accordance with the Education Act, 1980, and Ontario Regulation 274, the official Board Plan to implement responsibility legislation was approved in principle by the Board of Education for the City of Hamilton, and forwarded to the Ministry of Education for review on July 8, 1982. This Plan was reviewed in 1982-83, and the report of the First Annual Review was approved on July 11, 1983 by the Hamilton Board of Education, and forwarded to the Ministry of Education.

In their response to the First Annual Review, the Ministry review team identified a number of specific strengths:

- the role of the Special Education Advisory Committee in the review of the plan,
- the succinct presentation of data,
- the Parents' Guide,
- the establishment of a class for autistic pupils;
- the identification of community resources,
- the Board's programs cost analysis which included recognition of the province and local taxpayer's share of funding and an outline of direct and indirect costs of special education programming.

Recommendations for future consideration were noted and will be addressed in this review.

The Ministry of Education Document Procedures for School Boards in the Annual Review and Amendment of the Plans for the Development of Comprehensive Programs and Services in Special Education 1983-84 provided the format for the Second Annual Review.

This Annual Review was prepared considering the stated philosophy of the Development of Comprehensive Services for Special Education.

> "Within the limits of the resources available to the Board, and in accordance with the Acts and Regulations of the Ministry of Education, all pupils should have the opportunity of developing as completely as possible according to their individual abilities, aspirations and needs."[1]

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[1] The Hamilton Board of Education: The Development of Comprehensive Special Education and Services, 1981-1985, p.4

REVIEW PROCESS

The Board Plan was reviewed throughout the 1983-84 Academic Year on an on-going basis by personnel from the Special Education department, Elementary and Secondary teachers and Principals. During this time the Special Education Advisory Committee examined the following aspects of the plan in detail:

- Modifications of Schools for the disabled
- Transportation of Students
- Learning Resource Teacher Program (Elementary)
- Special Education Needs Assessment Survey
- Special Education Staffing Needs 1984-85
- Programs for the Gifted
- Program for Autistic Children
- Programs for Students with Specific Learning Disabilities
- Plan for the Education of Developmentally Handicapped Persons
- Special Education in Secondary Schools
- Program for the Visually Impaired

The Second Annual Review was prepared by the Annual Review Steering Committee composed of the following personnel:

Peter S. Beveridge, Associate Superintendent of Curriculum and Special Services
Elizabeth Pease, Administrative Assistant to the Director
Robert G. Adams, Supervisor of Special Education
Judith Bishop, Representative of Home and School Association, Special Education Advisory Committee

The committee met a number of times and reviewed all aspects of the Board Plan. They were assisted by representatives from Research Services, Special and Educational Services and Business Administration.

The preparation of the Plan for the Developmentally Handicapped involved a community planning committee whose membership consisted of parents of pupils in the Developmental Centre, personnel from the Developmental Centre, officials of the Hamilton Board of Education, and representatives from the Ministries of Education, and Community and Social Services and from the Hamilton District Association for the Mentally Retarded.

This Review was presented to the Special Education Advisory Committee for endorsement prior to its submission for approval to the Board of Trustees.

Special Education Needs Assessment Survey 1984

To assist in this review of the Comprehensive Plan for Special and Educational Services, a Needs Assessment Survey was again conducted by Research Services and the Special Educational Department. This task involved virtually all elementary and secondary staff, and the staff of the programs for the trainable retarded.

The data collected in this survey has been included in the charts showing the present status and anticipated needs relative to each exceptionality. The projected number to be served by 1985 in each chart reflects this most recent 1984 Special Education Needs Assessment Survey. The results of the previous survey have been included in brackets. The results of the survey have also been taken into account in the analysis of future in-service needs. Adjustments have also been made to the staff requirements at the secondary level in light of the response to this survey.

The summary of the results of the Special Education Needs Assessment Survey are included in Appendix A.

FORMAT OF REVIEW

This review is divided into four parts:

PART I - Current Status and Anticipated Needs

This section contains a report on each program, its status with reference to the original Board Plan, and reflects the perceived need for that service in light of the 1984 Needs Assessment Survey.

PART II - Areas of Review

This section contains a report on the review of the Board Plan undertaken with reference to the Ministry document, Procedures for School Boards in the Annual Review and ammendment of the Plans for the Development of Comprehensive Programs and Services in Special Education. In a number of areas the direction for these reviews originated with the Special Education Advisory Committee.

PART III - Ministry Suggestions Re Annual Review 1983-84

In response to the suggestions of the Ministry of Education, special emphasis was placed this year on the following areas:

- serving the needs of francophone students
- interface of services between the elementary and secondary schools
- in service of secondary school personnel

PART IV - Modifications to the Board Plan

PART V - Statistical Data, Ministry Forms

The statistical data, reflects the current status of the Board Plan and the projections through 1985-1986, including the financial implications, and corresponds with the data provided in the multi-year overviews and the summary sheets.

Part 1

SPECIAL EDUCATION

PROGRAMS AND SERVICES

CURRENT STATUS AND ANTICIPATED NEEDS

ELEMENTARY

SELF-CONTAINED PROGRAMS

PROGRAM: Behavioural Exceptionalities

DEFINITION:

Behavioural Exceptionalities: Includes pupils who function above the level of the educable retarded, but whose learning disorder is characterized by specific behaviour problems over such a period of time and to such a degree as to adversely affect educational performance.

MULTI-YEAR PLAN:

	STAFF			Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35) (8 per class)	Actual # of Pupils Served
	Teachers	Associate Teachers	Aides			
1981-82	6	1	6	0	48	34
1982-83	6	1	6	0	48	37
1983-84	6	1	6	0	48	43
1984-85	6	1	6	0	48	
1985-86	6	1	6	0	48	
Additional Program Funding Required 1981 - 1986	0	0	0	0	Projected Number To Be Served By 1985: 183 (239)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

While the number of pupils to be served by 1985 was projected, through the teacher survey, to be 183, it will be noted that the six present classes for Behaviour Exceptionalities continues to meet the needs of those pupils currently referred by teachers and identified as being exceptional.

STATUS OF MULTI-YEAR PLAN, SEPTEMBER, 1983:

This program is in accordance with the projections of the multi-year plan.

Program: Autistic

Definition: Includes pupils who exhibit a severe learning disorder that is characterized by:

a) disturbances in: i) rate of educational development; ii) ability to relate to the environment; iii) motility; iv) perception, speech, and language; and

b) lack of the representational-symbolic behaviour that precedes language.

Multi-Year Plan:

	STAFF		Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35)	Actual # of Pupils Served
	Teachers	Aides			
1981-82	0	0	0	0	0
1982-83	0	0	0	0	0
1983-84	+1	+1	+1	6	1 (4)*
1984-85	1	1	0	6	
1985-86	1	1	0	6	
Additional Program Funding Required 1981 - 1986	+1	+1	+1	Projected Number To Be Served By 1985: 4 (5)	

* Enrolment Sept. 1984
Figure in brackets indicates the result of the 1982 Needs Assessment Survey

Comment:

In studying the current Ministry definition, in consultation with clinicians from Chedoke Child and Family Centre, and in responding to the educational and psychological assessments of three exceptional pupils in current special programs, a program was initiated in September, 1983. During the summer, however, a parent of one of the students transferred to the United States, one family, upon further consideration, did not wish their child to enter the program, and one pupil was enrolled.

The program is being monitored on an ongoing basis within the school setting. Co-operation with Chedoke Child and Family Centre continues to be excellent. Their support, expertise and current research knowledge strengthens the community team concept.

The critieria considerations for the program have been established in concert with the Chedoke personnel. As a result of this community co-operation, a student population whose needs can best be met by the present program has been identified. It is anticipated that an additional three students will be enroled September 1984.

An expert in the area of autism will be employed the the Board, September 1984 in in the Adjustment Services Department.

Status of Multi-Year Plan, September, 1983:

This program was implemented September, 1983.

PROGRAM: Hearing Impaired

DEFINITION:

Hearing Impairment: Includes pupils who, because of deficits in language and language development, caused by diminished or non-existent auditory response to sound, require a program designed to facilitate the development of speech and language (i.e. hard of hearing, deaf).

MULTI-YEAR PLAN:

	STAFF				CLASS: INITIAL FUNDING	Maximum Number of Pupils Reg. 262 (35) 12 per class 8 per school	Actual # of Pupils Served
	PRE-SCHOOL TEACHERS	PRIMARY TEACHERS	GRADES 4-8 TEACHERS	AIDES			
1981-82	2	2	2	0	0	64	35
1982-83	2	2	2	0	0	64	38
1983-84	2	2	1	0	0	52	32
1984-85	2	2	1	0	0	52	
1985-86	2	2	1	0	0	52	
Additional Program Funding Required 1981 - 1986	0	0	-1	0	0	Projected Number To Be Served By 1985: 36 (39)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

In accordance with the multi-year plan, the number of classes for September 1, 1983 was reduced by one.

PROGRAM: Specific Learning Disabilities

DEFINITION:

Learning Disability (S.L.D.) — includes pupils who, despite average or above average general intellectual ability and their best efforts, evidence significant deficits in at least one of:

i) receptive language (listening, reading)
ii) language processing (thinking, conceptualizing, integrating)
iii) expressive language (talking, spelling, writing)
iv) mathematical computations.

and is not primarily the result of:

i) impairment of vision;
ii) impairment of hearing;
iii) physical handicap;
iv) mental retardation;
v) primary emotional disturbance; or
vi) cultural difference.

MULTI-YEAR PLAN

	Teachers	Class: Initial Funding	Maximum Number Of Pupils Reg 262 (35) 8 per class	Actual # of Pupils Served
1981-82	27	0	216	199
1982-83	29	+2	232	222
1983-84	31	+2	248	247
1984-85	33	+2	264	
1985-86	33	0	264	
Additional Program Funding Required 1981 - 1986	+6	+6	Projected Number To Be Served By 1985: 509 (350)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

Two additional classes were approved for September 1984 by the Board of Trustees.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

It is anticipated that, in accordance with the multi-year plan, the addition of two classes as approved in the 1984 Budget, will hopefully service the projected number of pupils requiring this program for the school year 1984-85.

PROGRAM: Language and Speech Improvement

DEFINITION:

Language Impairment: includes pupils who, because of speech and language disorders or developmental delays, require a program of stimulation, remediation and correction designed to minimize their deficits.

Speech Impairment: includes pupils who, because of a language development disorder that may be associated with neurological, psychological, physical or sensory factors that may be characterized by impairment in articulation, rhythm, and stress, require a program of remediation and correction.

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35) (10 per class)	Actual # of Pupils Served
	Teachers			
1981-82	4	0	40	40
1982-83	4	0	40	35
1983-84	4	0	40	36
1984-85	4	0	40	
1985-86	4	0	40	
Additional Program Funding Required 1981 - 1986	0	0	Projected Number To Be Served By 1985: 86 (73)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

This program appears to meet the projected needs of identified pupils, as outlined in the multi-year plan.

PROGRAM: Multiple Exceptionalities (Assessment)

DEFINITION:

Multihandicap: includes pupils who demonstrate exceptionalities in more than one area and whose primary disability is difficult to assess.

MULTI-YEAR PLAN:

	STAFF		Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35) (8 per class)	Actual # of Pupils Served
	Teachers	Aides			
1981-82	1	1	0	8	8
1982-83	2	2	+1	16	14
1983-84	2	2	0	16	13
1984-85	2	2	0	16	
1985-86	2	2	0	16	
Additional Program Funding Required 1981 - 1986	+1	+1	+1	Projected Number To Be Served By 1985: 22 (46)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

These two classes continue to provide a unique program in assessing and identifying the needs of pupils with complex learning problems.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

This program appears to serve, adequately, the current number of pupil referrals and is in concert with the multi-year plan.

PROGRAM: Gifted

DEFINITION:

Giftedness: includes pupils who, because of an unusually advanced degree of general intellectual ability, require differentiated learning experiences of a depth and breadth well beyond those normally provided in the regular program to satisfy the level of educational potential indicated.

MULTI-YEAR PLAN:

	STAFF (by Grade)					Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35) (25 per class)	Actual # of Pupils Served
	4	5	6	7	8			
1981-82	0	0	0	0	0	0	0	0
1982-83	0	0	0	0	0	0	0	0
1983-84	2	2	0	0	0	4	100	79
1984-85	2	2	2	2	0	4	200	
1985-86	2	2	2	3	3	4	300	
1986-	additional programs to complete full delivery of service							
Additional Program Funding Not Required Due To Reallocation Of Staff	+2	+2	+2	+3	+3	12	Projected Number To Be Served By By 1985: 409 (315)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

In September 1983, the Board of Education initiated a program for gifted students at the grade 4/5 level in four segregated classes across the system. This program will be expanded in September, 1984 to include programming for students at the Grade 6/7 level.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

A program for gifted students was initiated, according to the multi-year plan, in September 1983.

PROGRAM: Educable Retarded (Opportunity)

DEFINITION: includes pupils who possess the potential for academic learning, independent social adjustment and economic self-support, but require considerable curriculum modification and support service to function, at best, significantly below expected grade level for their chronological age.

MULTI-YEAR PLAN:

	STAFF			Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35)	Actual # of Pupils Served
	Primary	Junior	Inter.			
1981-82	0	40	26	0	1,056	769
1982-83	2	40	26	2	1,080	754
1983-84	4	38	28	2	1,104	688
1984-85	6	38	28	2	1,128	
1985-86	6	36	30	0	1,128	
Additional Program Funding Required	+6	0	0	+6	Projected Number To Be Served By 1985: 891 (971)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

Two additional classes for the Primary Educable Retarded were opened in September 1983. The Board has approved the expansion of this program from four to six classes in September 1984.

It should be noted in the 1984 Needs Assessment Survey 3,610 students in the elementary schools were identified as needing remedial assistance outside the regular class program, but not requiring this assistance to the extent to be declared exceptional. Many of these students are presently being assisted on a withdrawal basis by teachers in Opportunity Classes.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1984:

With the addition of two classes at the Primary Level, as approved in the 1984 Budget, this program will be in accordance with the multi-year plan.

PROGRAM: Visually Impaired

DEFINITION:

Visual Impairment: includes pupils who, because of visual acuity of 20/70 or less in the better eye with the best possible correction, require instructional aids and methods designed to facilitate their academic progress (i.e., limited vision, blind).

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35) (12 per class)	Actual # of Pupils Served
	Teachers			
1981-82	1	0	12	6
1982-83	1	0	12	6
1983-84	1	0	12	4
1984-85	1	0	12	
1985-86	1	0	12	
Additional Program Funding Required	0	0	Projected Number To Be Served By 1985: 8 (13)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

It should be noted that the services provided by this program are currently being purchased by neighbouring Boards.

The teacher of this program serves as a resource to other teachers in the system relative to identification, programming and review of students with visual problems.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

In accordance with the multi-year plan, this program will continue to serve the projected number of pupils requiring this service.

PROGRAM: **Physically Impaired**

DEFINITION:

Orthopaedic and/or Physical Handicap: includes pupils who, because of severe physical limitation or deficiency, require special assistance in learning situations in order to achieve in a manner comparable to that of non-handicapped pupils of the same age or developmental level.

MULTI-YEAR PLAN:

	STAFF		Class: Initial Funding	Maximum Number Of Pupils Reg. 262 (35)	Actual # of Pupils Served
	Teachers	Aides			
1981-82	6	5	0	54	46
1982-83	5	5	0	42	40
1983-84	5	5	0	42	32
1984-85	5	5	0	42	
1985-86	5	5	0	42	
Additional Program Funding Required	-1	0	0	Projected Number To Be Served By 1985: 32 (96)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

While the projected number to be served by 1985 is 32 pupils, the advances in medical science appear to have reduced the need to expand the program to any significant extent. In fact, the 1982 reduction of one class appears to have been realistic.

While some neighbouring boards are starting to offer programs for the physically impaired, a number continue to purchase this service at both the Cerebral Palsy Centre and at the elementary level.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

It would appear that, in accordance with the multi-year plan, this program will be maintained at the present level of service through 1985.

ELEMENTARY
RESOURCE WITHDRAWAL PROGRAMS

PROGRAM: Learning Resource (General)

DESCRIPTION:

The objectives of the learning resource program are to:

- provide a resource and withdrawal remedial program for pupils with identified educational needs and effect a program of learning designed in response to the diagnosis of the nature of the need;
- assist regular class teachers in planning appropriate techniques and methods of addressing specific areas of weakness and abilities as identified in regular class pupils.

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	Teachers			
1981-82	0	0	0	0
1982-83	3	+3	72 - 210	283
1983-84	11	+8	264 - 770	446
1984-85	20	+9	480 - 1,400	
1985-86	28	+8	672 - 1,960	
Additional Program Funding Required* 1981-1986	+28	+28	Projected Number To Be Served By 1985: 1338 (2219)	

* 17 of the 28 staff will be reallocated from existing programs.
Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

In 1984, the Board approved the addition of four learning resource teachers to this program. Five additional teachers will be reallocated to this program from the Reading Assistant Program.

As of September 1983, nineteen elementary schools received the services of learning resource teachers. The eleven teachers in the program provided remediation to over four hundred students. In addition programming was provided for an additional 65 identified exceptional students. Sixty of these students were identified as having specific learning disabilities, and five were categorized as Behavioural Exceptionalities.

The existence of an active volunteer program conducted under the supervision of the learning resource teacher, allows these teachers to assist a large number of students.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

The additional approved personnel will bring the level of resource/withdrawal services to that projected in the multi-year plan.

PROGRAM: Learning Resource (Gifted, Primary Level)

DESCRIPTION:

The objectives of the learning resource program, gifted, at the Primary level are to:

- assist pupils to develop the appropriate skills, concepts, attitudes and motivation necessary for academic success
- provide the opportunity for pupils to demonstrate their giftedness
- provide a resource to assist school staff in meeting the needs of potentially gifted pupils
- provide a resource for parents of potentially gifted pupils in matters related to the educational and personal growth of their gifted child.

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	Teachers			
1981-82	0	0	0	0
1982-83	0	0	140	0
1983-84	4	+4	150	141
1984-85	4	0	140	
1985-86	4	0	140	
Additional Program Funding Required 1981 - 1986	Reallocation Of Staff	+4	Projected Number To Be Served By 1985: 383 (102)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

The initiation of this learning resource program at the Primary level has been carefully monitored by a special ad hoc committee for the Gifted. The teachers within this program have assisted those in regular classes to identify and program for the unique needs of potentially gifted students.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

The addition of four LRT's for the Gifted Program at the Primary level, as approved in the 1983 Budget, will meet the projections of the multi-year plan through 1985.

SECONDARY

SELF-CONTAINED PROGRAMS

PROGRAM: General Shop, Vocational Secondary

DESCRIPTION:

This program is designed to:

- provide an opportunity for the assessment of pupils who require additional evaluation or a period of adjustment before class placements are recommended within the regular vocational secondary school program
- provide a range of programs, including full-time to part-time self-contained classroom structured environments.

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	Teachers			
1981-82	5	0	60	60
1982-83	5	0	60	49
1983-84	5	0	60	47
1984-85	5	0	60	
1985-86	5	0	60	
Additional Program Funding Required	0	0	Projected Number To Be Served By 1985: 85 (117)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

Due to the flexibility required in this program and due to the frequency, intensity and duration of the various disabilities within each class, enrolment may vary from school to school. However, the negotiated maximum number of pupils to be served in any one class is twelve.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

This program is in concert with the multi-year plan.

Vocational Rehabilitation Services

Currently, two students are attending private schools located in Ontario and the United States. Case conferences have been convened which included Ministry of Community and Social Services personnel, Board of Education administrators and parents, to discuss the appropriate placement of these students for September, 1984. Final program decisions are dependent upon the determination, by the Ministry of Community and Social Services, to fund the programs.

* * *

SECONDARY

RESOURCE WITHDRAWAL PROGRAMS

PROGRAM: Learning Resource (Gifted, Composite Secondary)

DESCRIPTION:

The objectives for this program include the following:

- assisting the teaching staff to identify gifted pupils and provide a variety of program approaches, both general and specific, to facilitate their learning
- monitoring the educational and personal needs of gifted pupils on a regular basis
- providing counselling services to gifted pupils, their parents and educational staff
- liaising between gifted pupils and outside agencies re: educational and career pursuits
- coordinating a system-wide approach to assure continuity of program.

MULTI-YEAR PLAN:

	Staff(by Grade)	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	9 - 12			
1981-82	0	0	0	0
1982-83	0	0	0	0
1983-84	1	0	60	70
1984-85	2	0	120	
1985-86	2	0	120	
Additional Program Funding Required 1981 - 1986	2*	0	Projected Number To Be Served By 1985: 535 (50)	

* Each teacher represents 1 line in each of 12 schools
Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

This program was initiated in September 1983, as follows: One teacher in each of six composite secondary schools, was assigned one line to be used for the coordination of the gifted program. In September 1984, the program will be expanded to serve the needs of the gifted in all composite secondary schools.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

This program was initiated, as approved in the September 1983 Budget, in accordance with the multi-year plan.

PROGRAM: Learning Resource (Composite Secondary)

DESCRIPTION:

The objectives of this program are to:

- serve the teaching staff in a consultative role
- interpret the nature of exceptionalities to assist both staff and students
- suggest approaches to be used in providing both general and specific support for pupils and teachers
- provide regular direct program support for exceptional pupils
- provide liaison with parents, other school personnel and the community on all matters relative to the educational and personal progress of exceptional pupils.

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	Teachers			
1981-82	2	0	34	55
1982-83	4	+2	68 - 136	60
1983-84	6	+2	102 - 204	168
1984-85	8	+2	136 - 272	
1985-86	11	+3	238 - 408	
Additional Program Funding Required 1981 - 1986	+9	+9	Projected Number To Be Served By 1985: 1,549 (332)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

In 1983, seven secondary schools received the services of a learning resource teacher.

The French Language Learning Resource Teacher (.5) Program is now included in a separate chart on page 18.

According to statistics reported in September 30, 1983, there were seventeen exceptional students in composite secondary schools. The distribution was Behavioural Exceptionalities (1), Hearing Impaired (4), Learning Disabled (5), Speech and Language Impaired (1), Visually impaired (2), Physcial Handicapped (4).

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

The approval of two additional L.R.T.'s in March 1984, brings this program in concert with the 1984 multi-year plan. It will be noted that in response to the need assessed in the Special Needs Survey, an additional teacher has been included in the plan for 1985-86. This will assure each Composite Secondary School of a full time Learning Resource teacher.

PROGRAM: Learning Resource (French Language/Composite Secondary)

DESCRIPTION:

The objectives of this program are to:

- serve the teaching staff in a consultative role
- interpret the nature of exceptionalities to assist both staff and students
- suggest approaches to be used in providing both general and specific support for pupils and teachers
- provide regular direct program support for exceptional pupils
- liaise with parents, other school personnel and the community on all matters relative to the educational and personal progress of exceptional pupils.
- Services are provided in the language of instruction

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	Teachers			
1981-82	0	0	0	0
1982-83	0	0	0	0
1983-84	.5	+.5	8 - 17	17
1984-85	.5	0	20	
1985-86	.5	0	20	
Additional Program Funding Required 1981 - 1986	.5	.5	Projected Number To Be Served By 1985: 45	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

This chart indicates the French Language Programs that were begun September 1983. No students were identified as exceptional at that time.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983:

This program was the result of careful needs assessment by personnel in the Special Education Department with the assistance of the French Language Psychometrist whose services were made available from the Ministry, and by the bilingual psychometrist who joined the staff of the Hamilton Board of Education in September 1982.

PROGRAM: Learning Resource (Vocational Secondary)

DESCRIPTION:

This program provides an intensive and individual approach to meet a wide variety of intellectual, emotional and social needs, including crisis intervention and alternative programs both within and outside of the regular school program.

MULTI-YEAR PLAN:

	STAFF	Class: Initial Funding	Maximum Number Of Pupils Who Can Be Served	Actual # of Pupils Served
	Teachers			
1981-82	1	0	45	24
1982-83	2	+1	90	28
1983-84	3	+1	135	60
1984-85	3	0	135	
1985-86	4	+1	180	
Additional Program Funding Required 1981 - 1986	+3	+3	Projected Number To Be Served By 1985: 165 (158)	

Figure in brackets indicates the result of the 1982 Needs Assessment Survey

COMMENT:

As mentioned in the description above, the caseload of a learning resource teacher in a vocational school includes students who require remedial help, crisis management, and liaison with community agencies and organizations. Students served by this program were not deemed exceptional September 30, 1983.

The number of students served reflects this full and part time case load over the school year.

STATUS OF THE MULTI-YEAR PLAN, SEPTEMBER 1983

The approval of 2 additional learning resource programs for September 1983, included the one additional teacher recommended for September 1982. An additional learning resource teacher (Vocational) has been recommended for September 1985 to meet the needs of the new co-educational vocational school opened September, 1984.

OTHER PROGRAMS

PROGRAM: Trainable Retarded

DEFINITION:

Trainable Retardation: includes pupils who may require long term intensive special education programs and services to develop their limited potential for academic learning, independent social adjustment and economic self-support, and who are unable to function in a program for the educable retarded.

MULTI-YEAR PLAN:

1. **Schools for the Trainable Retarded** 1983-84

   Currently, the total enrolment of the Schools for the Trainable Retarded, including the satellite classes, is 340.

   The parents of both the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board have been informed of their right to enrol their Trainable Retarded children in a program administered by their own Board. As indicated in the Board Plan, it is difficult to predict the enrolment in the program for the Trainable Retarded as these parents may choose to have their children served by their own Boards of Education.

2. **Child Development Centres**

   The Senior Child Development Centre, located in the Huntington Park School, continues to offer an appropriate program for school age severely handicapped pupils.

   A Child Development Centre for younger children, presently housed in a facility operated by the Hamilton and District Association for the Mentally Retarded, is to be transferred to Thornbrae School in September, 1984. Both centres will continue at present to be funded by the Ministry of Community and Social Services and administered by the local association.

   As these programs will become the responsibility of the Hamilton Board of Education by September, 1985, discussions are continuing with appropriate COMSOC & HDAMR personnel to ensure a smooth transfer of responsibility.

   At the present time, 22 school aged developmentally handicapped pupils are being served by the Ministry of Community and Social Services programs, as follows:

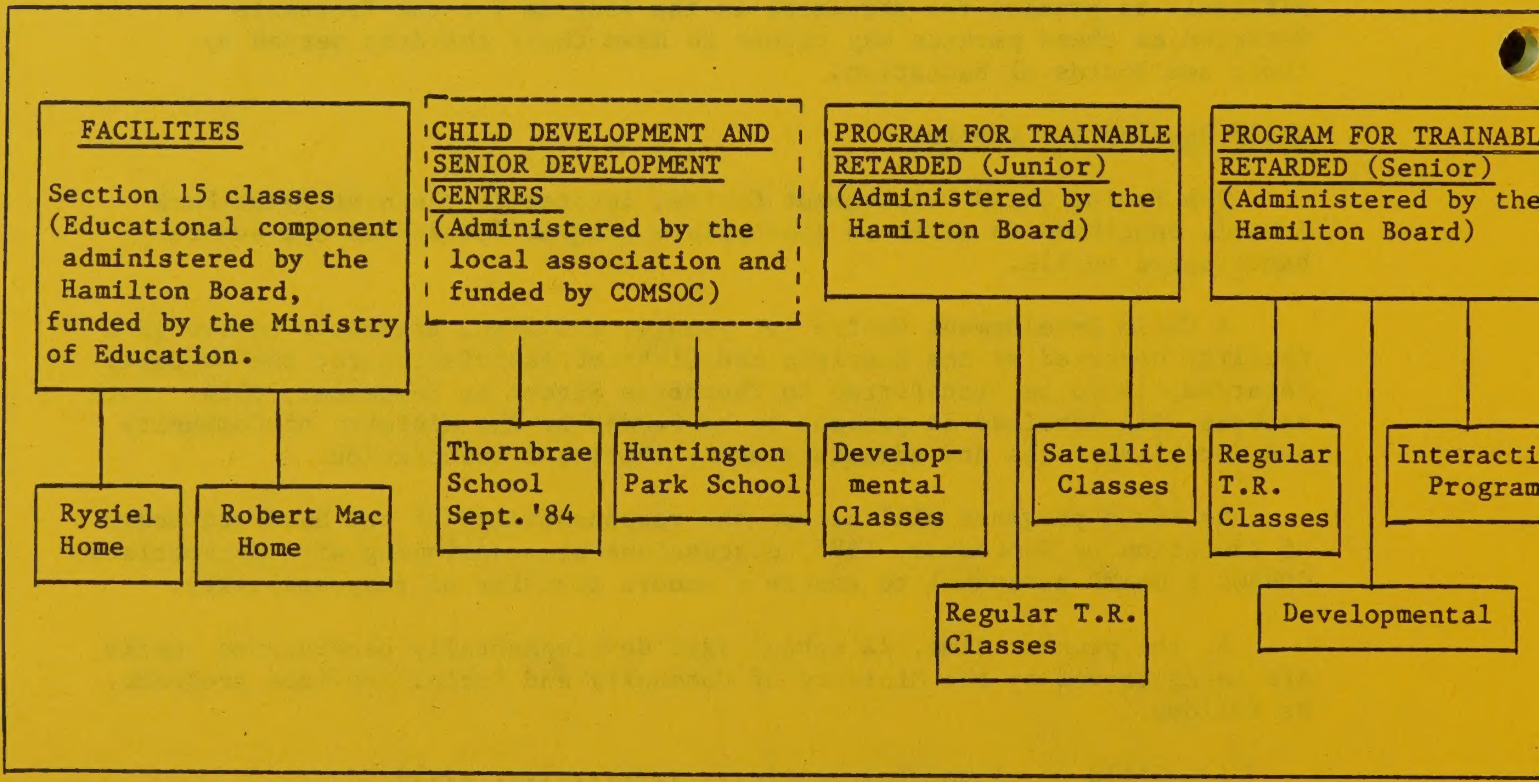
i)	Child Developmental Centre	13
ii)	Senior Developmental Centre	9
	TOTAL	22

The Special Education and Psychological Services' personnel continue to assess pupils to determine, in cooperation with staff of other facilities, the most appropriate placements for the school age pupils.

It should also be noted that the teachers in the Rygiel Home and Robert Mac Home facilities provide both classroom and "bedside instruction".

The chart below indicates the continuum of services for trainable retarded pupils.

SUMMARY OF CONTINUUM OF SERVICES
DEVELOPMENTAL/TRAINABLE RETARDED PUPILS


FACILITIES
Section 15 classes (Educational component administered by the Hamilton Board, funded by the Ministry of Education.
Rygiel Home
Robert Mac Home
CHILD DEVELOPMENT AND SENIOR DEVELOPMENT CENTRES
(Administered by the local association and funded by COMSOC)
Thornbrae School Sept.'84
Huntington Park School
PROGRAM FOR TRAINABLE RETARDED (Junior)
(Administered by the Hamilton Board)
Develop-mental Classes
Satellite Classes
Regular T.R. Classes
PROGRAM FOR TRAINABL
RETARDED (Senior)
(Administered by the
Hamilton Board)
Regular T.R. Classes
Interacti
Program
Developmental

CURRENT STATUS
AND
ADDITIONAL STAFF REQUIREMENTS

REVIEW AND SUMMARY OF THE BOARD PLAN TO IMPLEMENT BILL 82

ELEMENTARY

Reallocated staff are indicated in brackets.

	CURRENT STAFF	ANNUAL STAFF CHANGES				TOTAL ADDITIONAL STAFF	TOTAL STAFF 1985-86
I. ELEMENTARY	81-82	82-83	83-84	84-85	85-86		
A. Self-Contained							
Behaviour Exceptionalities	7	0	0	0	0	0	7
Autistic	0	0	1	0	0	+ 1	1
Hearing Impaired	6	0	-1	0	0	- 1	5
Specific Learning Disabilities	27	+2	+2	+2	0	+ 6	33
Language and Speech Impairment	4	0	0	0	0	0	4
Assessment Class	1	+1	0	0	0	+ 1	2
Gifted	0	0	(4)	(4)	(4)	(12)	12
Opportunity	66	+2	+2	+2	0	+ 6	72
Visually Impaired	1	0	0	0	0	0	1
Physically Impaired	6	-1	0	0	0	- 1	5
B. Resource Withdrawal							
Learning Resource (General)	0	+3	+3(5)	+4(5)	+1(7)	+11(17)	28
L.R.T. Primary, Gifted Program	0	0	4	0	0	4	4
ELEMENTARY STAFF - Additional		+7	+11	+8	+1	+27	
- Reallocated		(0)	(9)	(9)	(11)	(29)	
- TOTAL	118	125	145	162	174	56	174
C. Aides							
Behaviour Exceptionalities	6	0	0	0	0	0	6
Autistic	0	0	+1	0	0	+ 1	1
Assessment Class	1	+1	0	0	0	+ 1	2
Orthopaedic	5	0	0	0	0	0	5
AIDES - Additional		+1	+1	0	0	+ 2	
- Reallocated		(0)	(0)	(0)	(0)	(0)	
- TOTAL	12		14	14	14	2	14

SECONDARY AND SUPPORT PERSONNEL

	CURRENT STAFF	ANNUAL STAFF CHANGES				TOTAL ADDITIONAL STAFF	TOTAL STAFF 1985-86
	81-82	82-83	83-84	84-85	85-86		
II. SECONDARY							
A. Self-Contained							
General Shop, Vocational Sec.	5	0	0	0	0	0	5
B. Resource Withdrawal							
Gifted, Composite Secondary**	0	0	(1)	(1)	0	(2)	2
Composite Secondary	2	+2	+2	+2	+3	+ 9	11
Composite Secondary/French Language			.5			.5	.5
Vocational Secondary	1	+1	+1	0	+1	+ 3	4
SECONDARY STAFF - Additional		+3	+3.5	+2	+4	+12.5	
- Reallocated		(0)	(1)	(1)	(0)	(2)	
- Total	8	11	15.5	18.5	22.5	14.5	22.5
III. SUPPORT PERSONNEL							
Administrative Staff	11	0	0	0	0	0	11
Special Education	18	-1	1.5	0	0	+.5*	18.5
Consultant for the Gifted	.5	+.5	+1	0	0	+1.5	2
Psychological Services	8	+ 3	-1	0	0	+ 2	10
Adjustment Services	16	0	0	0	0	0	16
TOTAL SUPPORT STAFF - Additional		+3.5	+1.5	0	0	+4.0	
- Reallocated		(0)	(0)	(0)	(0)	(0)	
- Total	53.5		57.5	57.5	57.5	4.0	57.5

** Reallocated from Enrichment Program

TOTAL STAFF

	CURRENT STAFF	ANNUAL CHANGES				TOTAL ADDITIONAL STAFF	TOTAL STAFF 1985-86
	81-82	82-83	**83-84**	84-85	85-86		
CATEGORIES I to III – Additional Staff		14.5	**20**	10	5	45.5	
– Reallocated Staff		(0)	**(10)**	(10)	(11)	(31)	
TOTAL YEARLY STAFF (excluding Cat.IV)	191.5	206	**232**	252	268	76.5	268
IV. STAFF TO BE REALLOCATED							
A. Elementary							
Enrichment Teachers**	17.0	-1	-5	-5	-4	-15	2
Remedial Teachers	17.0	0	-5	-5	-7	-17	0
B. Secondary							
Remedial Teachers	6.5	0	**0**	0	0	0	6.5
Total Not Reallocated	40.5	39.5	**29.5**	19.5	8.5	-32	8.5
TOTAL YEARLY STAFF (Special Ed.)	232	245.5	**261.5**	271.5	276.5	—	276.5

SUPPORT PERSONNEL

STAFF	CURRENT STAFF	ANNUAL STAFF CHANGES				Total Additional Staff	Total Staff 85-86
	81-82	82-83	83-84	84-85	85-86		
Administrative Staff							
Assoc. Sup't./Curr. & Sp. Services	1	0	0	0	0	0	1
Clerical	10	0	0	0	0	0	10
TOTAL STAFF	11	11	11	11	11	0	11
Special Education							
Supervisor	1	0	0	0	0	0	1
Consultants	4	0	0	0	0	0	4
French Language Program	To be negotiated between the Ministry of Education and the appropriate Board of Education.						
Community Facility Liaison (Section 15 funding provision)	0	0	+.5	0	0	+.5	.5
Speech Pathologist/Therapist	0	0	1	0	0	+1	1
Speech Correctionists	8	-1	0	0	0	-1	7
Hospital	2	0	0	0	0	0	2
Itinerant (Homebound)	2	0	0	0	0	0	2
Augmentative Com. Resource Teacher	1	0	0	0	0	0	1
TOTAL STAFF	18	17	18.5	18.5	18.5	+.5	18.5
Gifted							
Consultant	.5	+.5	2*	2	2	+1.5	2
Psychological Services							
Supervisor	1	0	0	0	0	0	1
Consultants	7	+3	-1	0	0	+2	9
TOTAL STAFF	8	11	10	10	10	+2	10
Adjustment Services							
Supervisor	1	0	0	0	0	0	1
Staff Assistants	2	0	0	0	0	0	2
Counsellors	12	0	0	0	0	0	12
SALEP	1	0	0	0	0	0	1
TOTAL STAFF	16	16	16	16	16	0	16

* This total includes the psycho-educational consultant for the gifted.

Part 11

AREAS OF REVIEW

PART II - AREAS OF REVIEW

TARGET POPULATION

Special Education Needs Assessment Survey

An extensive Needs Assessment Survey was completed in 1984 to assist in this Annual Review, to evaluate the effect of in-service programs completed with elementary and secondary staff, and to establish a more comprehensive data base for projections of students needing special education programs and services. The survey involved virtually all elementary and secondary staff and the staff of the programs for the trainable retarded. An additional survey was conducted to assess the role of the Learning Resource teachers in the elementary, composite and vocational secondary schools, and those in the program for the gifted. A questionnaire relative to the administration of medication and medical procedures was also completed in an attempt to assess, as accurately as possible, the needs of the target population to be served.

Copies of these surveys and a summary of their results are included in Appendix A.

TEACHING AND SUPPORT PERSONNEL

The following additions were made to the teaching and support personnel during the school year 1983-84.

- In cooperation with a number of other Boards, Ms. Rita Lenarduzzi was contracted through the Ministry of Education, to administer individual psychological assessments to francophone students.

- An educational intervenor was employed by the Board in co-operation with the Ministry of Community and Social Services to assist a severely handicapped student who is attending a regular kindergarten program in an elementary school.

- The position of speech pathologist was filled.

Ten additional special education staff and the reallocation of 10 staff to special education programs as approved in the 1984 budget will bring the delivery of all special education programs and services in concert with the multi-year plan for September 1984.

Curriculum Modification and Design

It is the philosophy of the Hamilton Board of Education that Special Education involves a "process" whereby the teacher modifies the basic curriculum and employs a variety of strategies appropriate for the individual pupils within the classroom.

Courses of study for exceptional pupils are based on regular curriculum guidelines and support documents, utilize relevant materials and resources and should address the following general considerations:
i) the nature and the degree of the exceptionality
ii) the learning style of each pupil
iii) the level of physical, intellectual, emotional and social development of each pupil.

The objectives of an ad hoc Inventory and Review Committee, suggested by the Ministry, are achieved through representation on the following committees by Special Services Personnel. The inclusion of Special Education requirements, and implementation relative to the needs of special students are monitored on an on-going basis in the deliberations of these curriculum development committees:

- Curriculum Design Committee
- Curriculum Implementation Committee
- Renewal of Secondary Education in Ontario (R.O.S.E.) Committee
- Elementary Curriculum Committee
- Composite Secondary School Curriculum Committee
- Vocational Secondary School Curriculum Committee
- Early Identification Committee
- Interaction Committee (senior program for the trainable retarded composite secondary school)
- Ad hoc committee for Gifted Education
- Junior Division Handbook Committee
- Middle School Committee
- School Trip Committee
- Outdoor Education Committee

Staff Training and Development:

Teacher Certification

A computer based record system for teacher identification and certification was implemented by Research Services, 1982-1983, and is updated on a continuing basis.

Teachers of special education classes are required, in accordance with the regulations, to possess appropriate certification when appointed to a special education program. In addition, educational administrators and teachers are encouraged to earn additional special education qualifications

Board In-Service Programs

As part of the preparation for the Needs Assessment Survey, an intensive three session in-service program was designed to familiarize the secondary school administrators and guidance personnel with the needs of exceptional students. The success of this project led to a revision of the Professional Development Programs as stated in the Board plan. A copy of this revision relative to 1984-85 Academic Year is included in Appendix B.

Special Education Staff have been encouraged to visit other programs both within the Board and those in other parts of the province. A number of teachers have also taken advantage of the staff traning and development programs offered at Provincial facilities.

In addition to these in-service programs, staff development workshops, and teacher coordination meetings for each exceptionality relative to special education, were provided for and well attended by teachers of both regular and special education pupils during scheduled Professional Activity Days, and after school hours.

Instructional Equipment and Materials

Based on past and current practices, the Board of Education for the City of Hamilton will continue to budget for and provide special and personalized equipment on the basis of individual need.

The Special and Educational Services Department has developed an Operating Procedure relative to personalized equipment and assistive services at both the elementary and secondary levels as recommended by Ministry of Education Memorandum Financial/Architectural Number 4.

Accommodation

With declining enrolment and the possibility of school consolidation, the availability of classroom space and classroom furnishings appears to be ample. The provision of accessibility to school buildings and school facilities continues to be a priority of the Board. The needs of exceptional students are represented on the Director's Accommodation Committee by Special and Educational Services personnel.

In addition, on September 13, 1983, the Board designated and approved specific schools within the Hamilton system as meeting certain criteria which will ensure the maximum accessibility to school facilities and to the educational programs offered by the system, including full consideration for the safety and well-being of each disabled person. This policy, Modification of Schools for the Disabled, was approved September 1983. (See Appendix C)

The Ministry of Community and Social Services continues to utilize Huntington Park school for its Senior Development Centre. Negotiations toward the renovation of Thornbrae School for the Junior Child Development Centre continued during 1983-84 school year; it is expected that these alterations will be completed by September 1984.

Transportation

Transportation will continue to be provided on the basis of individual students needs, in accordance with Board policy, by approved carriers.

The Special Education Advisory Committee (S.E.A.C.) is continuing to advise on the transportation by Board Carriers. In addition to discussions at the regular meetings of the Advisory Committee, a special meeting is held annually with representatives from the approved carriers, Board Personnel, and members of the Special Education Advisory Committee.

To assist carriers to meet the needs of Special Education students, transportation guidelines have been developed and distributed to all carriers.

COMMUNITY RESOURCES - FRANCOPHONE

To assist in meeting the needs Francophone students, a Community Resources List - Francophone is being developed.

OTHER AREAS

Special Education Advisory Committee: Ad hoc Committee on School Health Support Services

In July, 1983, an ad hoc Committee to examine the administration of medication and medical procedures was formed under the Chairmanship of Dr. Peter Rosenbaum. During its deliberations, the committee has advised Educational Officials on the appropriate and necessary contents of medical forms, and on the delivery of medical services to students. This ad hoc committee is continuing to meet, and though it has not yet presented its recommendations to the Board of Trustees, its advice has been extremely helpful.

Pro Temp Identification, Placement and Review Committee

In accordance with a need expressed in September 1983 by administrators, a Pro Temp committee was formed to examine I.P.R.C. procedures and streamline and coordinate the I.P.R.C. process. The committee made up of representative principals from each area continues its deliberations in consultation with Special Services Supervisors.

The initial terms of reference included an examination of the forms involved in the I.P.R.C. process, and the time demands which this process makes on staff.

In an attempt to facilitate both areas, the committee has drawn up a single Special services Referral form to be used as a pilot project in September 1984. This one form will replace those used by Special Education, Adjustment Services, Guidance Services and Psychological Services.

Furthermore, this committee has recently refined the Principals' Checklist for I.P./R.C. Procedures. Such a checklist should ensure that all procedures are completed in a systematic and uniform manner.

The committee intends to continue the monitoring of I.P. & R.C. procedures in the 1984-85 academic year.

Part 111

MINISTRY SUGGESTIONS RE ANNUAL REVIEW

PART III

MINISTRY OF EDUCATION SUGGESTIONS RE ANNUAL REVIEW 1982-83

The First Annual Review of the Board Plan for the Development of Comprehensive Special Education Programs and Services was reviewed by a committee comprised of personnel from the Ministry of Education and the Ministry of Community and Social Services. A copy of their observations and comments were received by the Director of Education September 29, 1983.

Specific strengths were identified:

- *The Special Education Advisory Committee was active in reviewing the plan.*
- *The plan was well organized with a succinct presentation of the data suporting the findings related to each exceptionality and clearly stated anticipated needs.*
- *The revised plan took into consideration Ministry of Education suggestions for changes and addressed concerns outlined in our letter of response.*
- *The parent guide clearly outlines the rights and responsibilities of parents with respect to the identification, placement and review of exceptional pupils.*
- *The purpose of classes for pupils with multiple exceptionalities is clearly stated.*
- *The establishment of a class for autistic pupils appears to address the needs of pupils with complex needs.*
- *The Board's program cost analyses - elementary and secondary - appended to the Ministry multi-year forecast forms C7E and C7S, provide a sumary of revenues attributable to special education. The analyses recognize the province's and local taxpayer's share of the funding and outline direct and indirect costs of special education programs and services.*
- *The plan identifies additional community services required to meet the needs of exceptional pupils outside the school program. Resources now available in the community appear to be utilized.*

Ministry of Education suggestions for further consideration were made in the following areas.

1. Elementary/Secondary Interface and Coordination:

   - *The data for elementary and secondary behavioural and learning disabled pupils in resource or withdrawal settings show a reduced number served at the secondary level. The elementary/secondary interface needs to be examined carefully to ensure a continuum of programs and services for pupils identified as exceptional at the elementary level.*

- In September 1983 a Special Education Consultant was made responsible for the learning resource program in elementary and secondary schools. This has provided continuity in programming and facilitated communication between the two panels.

- The Report on Grade 8 Students deemed Exceptional by an Identification, Placement and Review Committee form has been devised to allow the tracking of exceptional students as they move into the secondary school system (Appendix D).

- Guidelines for Special Education Students Attending Secondary Schools have been developed, and are in the process of being implemented in the system. (Appendix E)

- The L.R.T. program was expanded into eight secondary schools in September 1983. Six of the Composite Secondary schools provided programs for gifted students. The presence on staff of special education personnel raised the awareness of the secondary staff relative to the needs of exceptional students. This was reflected in the Needs Assessment Survey which showed a larger number of secondary students identified as needing specific special education programming. To assist in meeting this identified need the Board Plan has been modified, and the addition of two learning resource teachers, one composite and one vocational, will be recommended for 1985-86.

- During the 1983-84 school year, the Special Education Department undertook a series of workshops to familiarize Secondary School Personnel with the needs of exceptional students and the appropriate programs available to them.

- On the advice of the Headmasters Association, two documents were developed specifically for the Secondary School staff to assist them in programming for exceptional students. These documents were distributed on the request of secondary schools to all secondary personnel.

2. Plan for Developmentally Handicapped Pupils According to Ontario Regulation 274, Section 5 and 6.

   - *The co-operation with the Hamilton-Wentworth Roman Catholic Separate School Board should be continued in the planning for persons in developmental centres licensed under The Day Nurseries Act.*

   - A plan for the Education of Developmentally Handicapped Pupils according to Ontario Regulation 274, Section 5 & 6, has been developed by a Joint Planning Committee composed of representation from the Hamilton Board of Education, the Ministry of Education, the Ministry of Community and Social Services, the Hamilton & District Association for the Mentally Retarded, and parents. This plan has been shared with separate school personnel.

   - The plan has been approved by the Trainable Retarded Advisory Committee, and the Special Education Advisory Committee, before presentation to the Board of Trustees.

   - Meetings with the Hamilton-Wentworth Separate School Board and the Wentworth County School Board around the delivery of Service to these students are continuing on an ongoing "Tri-Board" basis.

3. Special Education for Francophone Students:

- *When the parent guide in French has been printed, please forward ten copies to this office.*

Action:

- The Parent's Guide has been translated into French and copies have been forwarded to the Ministry of Education.
- The following motions were passed by the Board of Education Dec. 1, 1984

"That the Board of Education for the City of Hamilton enter in an agreement, as arranged through the Ministry of Education, to share the services of Ms. Rita Lenarduzzi as a French Language Consultant for Psychometry, and that the portion of her travel and out-of-pocket expenses incurred in service to the Hamilton Board of Education be assumed by this Board."

"That the nuclear Identification, Placement and Review Committee of L'Ecole Secondaire Georges P. Vanier be composed of the following: The Principal; Guidance Personnel (as designated by the Principal) and the Superintendent of Operations or designate.

- "A list of community resources for francophone students is being developed.
- Programming for students with francophone special needs by a learning resource teacher began in September, 1983.
- The Board of Education has approved accommodation for the expansion of basic level programming in L'Ecole Secondaire Georges P. Vanier.

* * *

Part IV

AMENDMENT TO THE BOARD PLAN

PART IV

AMENDMENT TO THE BOARD PLAN

The results of the Needs Assessment Survey identified the need for additional Learning Resource Assistants at the Secondary Level. In response to this need, in 1985-86, it will be recommended that the learning resource program be expanded from that originally stated in the Board Plan to include the following:

- **one additional learning resource teacher (Composite Secondary)**
- **one additional learning resource teacher (Vocational Secondary)**

This additional staff will provide a full time learning resource teacher in each of the English Language Composite Secondary Schools, and will serve the needs of students in the new co-educational vocational school.

It should be noted that this is the only amendment to the Board Plan since its initial presentation.

★ ★ ★

CONCLUDING REMARKS

During the 1983-84 academic year, the Hamilton Board of Education continued to implement Special Education Programs in accordance with the plan approved by the Board in 1982. This year saw the largest rate of growth in the implementation of the Board plan, as of June 1984, the plan is eighty seven per cent in place.

In the Elementary Schools, the Specific Learning Disability Classes and the Primary Opportunity program, were expanded. The newly established Learning Resource Teacher program grew from three to eight teachers serving nineteen different elementary schools. An autistic class and a program fro gifted students from Grades 1 to 12 were initiated.

At the secondary level, six learning resource teachers served the needs of the students in seven composite schools. This expansion of the program highlighted the needs of exceptional students and helped to provide in-service for teachers in those schools.

As well as monitoring these programs, the staff of the Special Education Department implemented individual pupil plans for each identified exceptional student in the system. This implementation included a comprehensive manual for teachers, and in-service sessions with each special education teacher.

At the encouragement, of the Ministry of Education, attention was focussed on programming for exceptional students within secondary schools, and on meeting the needs of the francophone special education student. These activities have been reported in this Annual Review.

While the Special Education Needs Assessment Survey confirmed the projections made at the time of the writing of the Board Plan, certain individual areas such as continued in-service of regular class teachers, and the need for further planning relative to the role of the learning resource teachers at Elementary and Secondary School are recognized. The modification of the Board Plan to expand the number of learning resource teachers at the Secondary level is an initial step in this re-evaluation.

September 1984, will see the Plan for Comprehensive Special Education Services 95% in place. This implementation has proceeded in an orderly uniform manner with consideration being given to both the needs of special education students and the system as a whole. The spirit and intent of the Plan is to provide a spectrum of services which will meet the needs of students within the Hamilton Board of Education.

The Academic Year 1984,85, is viewed as a critical year in which the growth in Special Education Services will be consolidated, and the needs identified in this past year will be addressed.

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Part V

STATISTICAL DATA
MINISTRY FORMS

Part V

STATISTICAL DATA
MINISTRY FORMS

Ministry
of
Education
Ontario

Special Education Programs — Multi-Year Forecast — Elementary Pupils and Teachers

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Elementary (As at Sept. 30)	01	25,505	24,207	25,189	25,090	24,874	* 01	1,228.9	1,285.25	1280.2	1,269.2
Self-Contained Classes											
Population in School Programs Area of Exceptionality A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02	37	35	43	35	35	02	7	7	7	7
B. Communicational Exceptionalities 1. Autistic	03	0	5	1	5	5	03	1	1	1	1
2. Hearing Impaired	04	38	30	32	30	30	04	5	5	5	5
3. Learning Disabled	05	222	248	247	264	264	05	31	31	33	33
4. Speech and Language Impaired	06	35	36	36	36	36	06	4	4	4	4
C. Intellectual Exceptionalities: 1. Gifted	07	0	100	79	200	300	07	4	4	8	12
2. Educable retarded	08	754	849	688	878	921	08	70	70	72	72
D. Physical Exceptionalities: 1. Visually Impaired	09	6	6	4	6	6	09	1	1	1	1
2. Orthopaedic or Other Physical Handicap	10	40	40	33	40	40	10	5	5	5	5
E. Multiple Exceptionalities: Multihandicapped	11	14	14	13	14	14	11	2	2	2	2
TOTAL (02 TO 11)	12	1146	1363	1176	1508	1651	12	130	130	138	142
F. Other Related Programs (non-exceptional pupils) 1. Remedial —Language arts	13						13				
—Mathematics	14						14				
—Other	15						15				
2. Home Instruction	16						16				
3. Speech Correction	17						17				
TOTAL	18						20				

CISCE – To be submitted with the Board amendments, 1984.

· Note: Include only pupils and teachers up to and including grade 8. Grades 9 & 10 of RCSS boards are to be recorded on C2SCS & C2RWS
*All Elementary Teachers of the Board.

Ministry
of
Education
Ontario

Special Education Programs — Multi-Year Forecast — Elementary Pupils and Teachers

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
The Board of Education for the City of Hamilton		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Elementary (As of Sept. 30)	01	25,505	24,207	25,189	25,090	24,874	• 01	1,228.9	1,285.25	1280.2	1,269.2

Resource or Withdrawal Settings

Population in School Programs Area of Exceptionality		A	B	C	D	E		F	G	H	I
A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02	53	170	5	16	30	02	2.3	.3	.7	.8
B. Communicational Exceptionalities 1. Autistic	03	0	0	0	0	0	03	0	0	0	0
2. Hearing Impaired	04	3	10	0	0	0	04	2	0	0	0
3. Learning Disabled	05	97	315	60	192	360	05	4.3	3.3	6	8.4
4. Speech and Language Impaired	06	33	106	0	0	0	06	1.4	0	0	0
C. Intellectual Exceptionalities: 1. Gifted (see note 1)	07	0	102	141	141	140	07	4	4	4	4
2. Educable retarded	08	61	194	0	0	0	08	2.7	0	0	0
D. Physical Exceptionalities: 1. Visually Impaired	09	2	2	0	0	0	09	0	0	0	0
2. Orthopaedic or Other Physical Handicap	10	1	6	0	0	0	10	0	0	0	0
E. Multiple Exceptionalities: Multihandicapped	11	1	4	0	0	0	11	.1	0	0	0
TOTAL (02 TO 11) (see note 2)	12	251	909	206	349	530	12	15.0	7.6	10.7	13.2
F. Other Related Programs (non-exceptional pupils) 1. Remedial (see note 2) –Language arts (see note 3)	13	290	–	369	605	1100	13	–	6.1	11	15.5
–Mathematics	14	80	–	77	140	196	14	–	1.3	2.3	3.3
–Other	15						15				
2. Home Instruction See note 4	16	51	51	52	51	51	16	(2)	(2)	(2)	(2)
3. Speech Correction See note 4	17	2100	2100	2100	2100	2100	17	(7)	(7)	(7)	(7)
TOTAL (13 TO 17)	18	2521	2151	2598	2896	3447	18	11	7.4	13.3	18.8
GRAND TOTAL (12 + 18)	19	2772	3060	2804	3245	3977	19	15	15	24.0	32

CIRWE – To be submitted with the Board amendments, 1984.

Note: Include only pupils and teachers up to and including grade 8. Grades 9 & 10 of RCSS boards are to be recorded on C2SCS & C2RWS.

*All Elementary Teachers of the Board.

Elementary Pupils and Teachers

Resource Withdrawal Settings

NOTE 1: Figures do not include the 204 F.T.E. students who are receiving an enrichment program.

NOTE 2: Remedial instruction of these F.T.E. pupils is supplemented by volunteers supervised by a certified teacher as represented by the F.T.E. figures.

NOTE 3: These figures do not include pupils who receive remedial instruction in language arts through the Reading Assistant Program.

NOTE 4: These teachers are included under support personnel, p.27.

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Special Education Programs — Multi-Year Forecast — Secondary Pupils and Teachers

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
Board of Education for the City of Hamilton		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Secondary (As of Sept. 30)	01	15,814	13,921	15,674	14,996	14,873	* 01	844.3	967.3	925.5	917.9
					Self-Contained Classes						
Population in School Programs **Area of Exceptionality** **A. Behavioural Exceptionalities:** Socially Maladjusted/Emotionally Disturbed	02	19	15	18	23	23	02	1.5	1.9	1.9	1.9
B. Communicational Exceptionalities 1. Autistic	03	0	0	0	0	0	03	0	0	0	0
2. Hearing Impaired	04	0	0	0	0	0	04	0	0	0	0
3. Learning Disabled	05	0	0	0	0	0	05	0	0	0	0
4. Speech and Language Impaired	06	0	0	0	0	0	06	0	0	0	0
C. Intellectual Exceptionalities: 1. Gifted	07	0	0	0	0	0	07	0	0	0	0
2. Educable retarded	08	7	5	19	24	24	08	.5	2.1	2	2
D. Physical Exceptionalities: 1. Visually Impaired	09	0	0	0	0	0	09	0	0	0	0
2. Orthopaedic or Other Physical Handicap	10	0	0	0	0	0	10	0	0	0	0
E. Multiple Exceptionalities: Multihandicapped	11	23	40	10	13	13	11	3.0	1.0	1.1	1.1
TOTAL (02 TO 11)	12	49	60	47	60	60	12	5	5	5	5
F. Other Related Programs (non-exceptional pupils) 1. Remedial –Language arts	13	19	90	41	40	60	13	2.0	2.0	2.0	3.0
–Mathematics	14	9	45	19	20	20	14	1.0	1.0	1.0	1.0
–Other	15	0	0	0	0	0	15	0	0	0	0
2. Basic See Note 1	16	1252	920	1237	1183.5	1173.8	16	88.2	103	98.6	97.8
3. Modified See Note 1	17	675	579	339	324.3	321.6	17	54.4	31.9	30.5	30.3
TOTAL (13 TO 17)	18	1955	1634	1636	1567.8	1575.4	18	145.6	137.9	132.1	132.1
GRAND TOTAL (12 + 18)	19	2004	1694	1683	1627.8	1635.4	19	150.6	142.9	137.1	137.1

C2SCS – To be submitted with the Board amendments, 1984.

*All Secondary Teachers of the Board

NOTE 1: Staff figures are excluded from statistics on page 25. Student programs are in addition to those reported in Part 1.

Ministry
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Ontario

Special Education Programs — Multi-Year Forecast — Secondary Pupils and Teachers

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Secondary (as of Sept. 30)	01	15,814	13,921	15,674	14,996	14,873	*01	844.3	967.8	925.2	917.9

Resource or Withdrawal Settings

Population in School Programs Area of Exceptionality											
A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02	12	40	1	3	11	02	1.0	.1	.3	.6
B. Communicational Exceptionalities 1. Autistic	03	0	0	0	0	0	03	0	0	0	0
2. Hearing Impaired	04	0	0	4	8	8	04	0	.4	.8	.8
3. Learning Disabled	05	22	68	5	15	22	05	2.2	.5	1.0	1.0
4. Speech and Language Impaired	06	0	0	1	2	2	06	0	.1	.2	.2
C. Intellectual Exceptionalities: 1. Gifted	07	0	60	70	120	120	07	1.0	1	2	2
2. Educable retarded	08	0	111	0	0	0	08	5.4	0	0	0
D. Physical Exceptionalities: 1. Visually Impaired	09	0	0	2	4	4	09	0	.2	.4	.4
2. Orthopaedic or Other Physical Handicap	10	0	0	4	8	8	10	0	.4	.8	.8
E. Multiple Exceptionalities: Multihandicapped	11	6	18	0	0	0	11	.9	0	0	0
TOTAL (02 TO 11)	12	40	297	87	160	175	12	10.5	2.7	5.5	5.8
F. Other Related Programs (non-exceptional pupils) 1. Remedial See Note 1 –Language arts	13	274	230	220	230	230	13	3.2	4.3	4.5	4.5
–Mathematics	14	120	237	186	190	190	14	3.3	2.3	2.5	2.5
–Other. Learning Strategies	15	20	0	151	229	240	15	0	4.3	4.5	7.2
2. Home Instruction	16	0	0	0	0	0	16	0	0	0	0
3. Speech Correction	17	0	0	0	0	0	17	0	0	0	0
TOTAL (13 TO 17)	18	414	467	557	649	660	18	6.5	10.9	11.5	14.2
GRAND TOTAL (12 + 18)	19	454	764	644	809	835	19	17	13.6	17	20

C2RWS – To be submitted with the Board amendments, 1984.

*All Secondary Teachers of the Board.

NOTE 1: Staff figures are excluded from statistics on page 25. Student programs are in addition to those reported in Part 1.

Ministry of Education Ontario

Special Education Programs — Multi-Year Forecast — Trainable Retarded Pupils

Board The Board of Education for the City of Hamilton		A	B	C	D	E
		1982 - 1983	Plan (May 1983)	Actual	Estimated	
			1983 - 1984	1983 - 1984	1984 - 1985 *	1985 - 1986 *
In Schools for Trainable Retarded:						
– Pupils (Resident)	01	286	260	206	201	217
– Teachers (F.T.E.)	02	37	39	31	30	32
– Educational Support Staff (teacher – certificated)(F.T.E.)	03	1	1	1	1	1
– Teacher-aides (F.T.E.)	04	20	14.5	20	20	20
– Professional Support Staff (non-teacher certificated)(F.T.E.)	05					
– Administrative Staff (F.T.E.)	06	4	3	3	3	3
In classes for Trainable Retarded in elementary and secondary schools:						
– Pupils (Resident)	07	54	60	68	67	66
– Teachers (F.T.E.)	08	6	6	8	8	8
– Educational Support Staff (teacher – certificated)(F.T.E.)	09					
– Teacher-aides (F.T.E.)	10	3	3	4	4	4
– Professional Support Staff (non-teacher certificated)(F.T.E.)	11					
– Administrative Staff (F.T.E.)	12					
Purchasing Program from other board(s): – Pupils Served	13					
– From which board(s)?	14					
Selling Program to other board(s): – Pupils Served	15	45	see note 1	68	62	60
– To which board(s)?	16			HWRCSSB as per Order in Council		
Totals						
– Pupils (01 + 07 + line 15)	17	385	320	342	330	343
– Teachers (F.T.E.)	18	46	35	39	38	40
– Educational Support Staff (teacher – certificated)(F.T.E.)	19	1	1	1	1	1
– Teacher-aides (F.T.E.)	20	23	17.5	24	24	28
– Professional Support Staff (non-teacher certificated)(F.T.E.)	21					
– Administrative Staff (F.T.E.)	22	4	3	3	3	3

C3TR – To be submitted with the Board amendment, 1984.

Note: Only staff paid for their services are included on this form.

NOTE 1: No projections re selling of this program were included.

*Include Pupils referred to in board's section 5 plan – Reg. 274.

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Special Education Program — Multi-Year Forecast — Support Staff — Elementary and Secondary

Board: The Board of Education for the City of Hamilton		A		B		C		D		E	
				Plan (May 1983)		Actual		Estimated			
		1982 - 1983		1983 - 1984				1984 - 1985		1985 - 1986	
		Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
A. Educational Support Staff (teacher certificated) Coordinator or supervisor of special education (F.T.E.)	01	.62	.38	.62	.38	.62	.38	.62	.38	.62	.38
Consultants (F.T.E.)	02	3.1	1.9	3.72	2.28	3.72	2.28	3.72	2.28	3.72	2.28
Attendance counsellor/adjustment counsellor (F.T.E.)	03	9.3	5.7	9.3	5.7	9.3	5.7	9.3	5.7	9.3	5.7
Teacher diagnostician(s) (F.T.E.)	04	0	0	0	0	0	0	0	0	0	0
Speech correctionist(s) (F.T.E.)	05	4.34	2.66	4.34	2.66	4.34	2.66	4.34	2.66	4.34	2.66
Other (specify) (F.T.E.)	06	3.1	1.9	3.41	2.09	3.41	2.09	3.41	2.09	3.41	2.09
TOTAL A (01 to 06)	07	20.46	12.54	21.39	13.11	21.39	13.11	21.39	13.11	21.39	13.11
B. Para-Professional Support Staff Teacher-aide/Educational assistant (F.T.E.)	08	13	0	14	0	14	0	14	0	14	0
Other (specify) (F.T.E.)	09	0	0	0	0	0	0	0	0	0	0
TOTAL B (08 to 09)	10	13	0	14	0	14	0	14	0	14	0
C. Professional Support Staff (non-teacher certificated) Psychiatrist (F.T.E.)	11										
Psychologist (F.T.E.)	12	.62	.38	.57	.43	.57	.43	.57	.43	.57	.43
Psychometrist (F.T.E.)	13	6.2	3.8	5.11	3.89	5.11	3.89	5.11	3.89	5.11	3.89
Social worker/Attendance counsellor (F.T.E.)	14	.62	.38	.57	.43	.57	.43	.57	.43	.57	.43
Speech Therapist (F.T.E.)	15	0	0	.57	.43	.57	.43	.57	.43	.57	.43
Child care worker (F.T.E.)	16										
Other (specify) (F.T.E.)	17										
TOTAL C (11 to 17)	18	7.44	4.56	6.82	5.18	6.82	5.18	6.82	5.18	6.82	5.18
D. Administrative Staff Supervisory officers (F.T.E.)	19	.62	.38	.62	.38	.62	.38	.62	.38	.62	.38
Clerical staff (F.T.E.)	20	6.2	3.8	6.2	2.8	6.2	3.8	6.2	3.8	6.2	3.8
Other (specify) (F.T.E.)	21										
TOTAL D (19 to 21)	22	6.82	4.18	6.82	4.18	6.82	4.18	6.82	4.18	6.82	4.18

C4SS – To be submitted with the Board amendments, 1984.

Note: Only staff paid for their services are included on this form.

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Special Education Curriculum — Modification, Design and Development

Curriculum Needs	Objectives for 1984-1985	Means/Activities to Fulfill Objectives 1984 - 1985
1. Continue to ensure that appropriate references are included in new or revised curriculum documents in order to meet the needs of exceptional pupils	1. Ensure that all documents have been revised and modified to reflect the inclusion of references to special education, including appropriate teaching strategies and evaluation practices.	1. Curriculum Design Committee, Curriculum Implementation Committee and Elementary, Secondary Composite and Vocational Secondary Curriculum Committees
2. Provide a curriculum supplement in subject areas to address enrichment strategies.	2. Initiate in September 1984 a document which will address strategies and methods to enrich the required curriculum for those students who are able to take advantage of such a program.	2. The initiation of this document will be under the direction of the Consultant for the Gifted in co-operation with the subject supervisor
3. Sophisticate and modify the Hill Park/Vincent Massey interaction program	3. Evaluate the curriculum guidelines and their effectiveness as they relate to the senior school for the Trainable Retarded and the Secondary School.	3. The evaluation will be under the supervision of the Area Superindentent, the Consultant in Special Education and appropriate staff from the two schools.
4. Continue to refine the curriculum for the Developmentally Handicapped in light of the added responsibility of Child Development Centres.	4. Complete the curriculum documents and publish in a manual format, including references to teaching materials and appropriate support resources. Present draft document to appropriate Curriculum Committee(s) for reaction and suggestions for improvement.	4. Special Education Consultant - Intellectual Exceptionalities and a curriculum committee selectively chosen from special education programs/classes.
5. Complete the Manual - The Learning Resource Teacher and Effective Planning	5. Develop and publish the resource manual. Present document to the appropriate curriculum committee for reaction and suggestions for improvement.	5. Supervisor and committee of consultants and classroom teachers, including LRT's.

Use additional pages if necessary.

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Special Education — Professional Development and In-Service Training Plan

Target Group	Objectives for 1984 - 1985	Activities, 1984 - 1985
Board Officials and Supervisory Staff	- acquant board officials and supervisory staff with a general overview of special education programs and services including: - current legislation - the Board Plan - current programs and services	By means of program updates, interim reports and workshops the Superintendent of Curriculum and Special Services, Supervisor of Special Education and appropriate special education consultants will, on request, provide opportunities for information sharing and discussion.
Principals	• to assist the elementary principal to become more familiar with his role relative to special students.	• a series of workshops planned in co-operation with Hamilton Principals Association and, involving personnel from Special Sources and the Special Education Advisory Committee.
Classroom Teachers	• to assist the regular class teacher to meet the needs of children with planning problems in the regular classroom.	• a series of activities and workshops designed by special services personnel. A system focus.
Special Education Teachers	• a series of in-service sessions to provide teachers new to special education with an overview of special programming for exceptional students. • co-ordination meetings with teachers and staff responsible for the programming of students ineach exceptionality, to maintain a high level of professional involvement and awareness of advances in relative research	• a series of four workshops conducted by consultants for special and general learning disabilities focusing on assessment programming and implementation relative to exceptional students. • monthly meetings arranged by appropriate consultants.
Support Staff	• to be aware and maintain a knowledge of current trends and directions in special education, in general and specific areas of exceptionality.	- Special Education staff will have the opportunity to present at conferdences and seminars, according to Board Policy. - workshops and sharing sessions, conducted under the leadership of the Special Education Dept. and presented by teachers who conduct "model" programs; utilize innovative approaches; or, initiate experimental strategies or informal reserach. - specific presentations/workshops during scheduled P.D.Days - materials provided through the Board Library.
Other (e.g. parents, community, etc.)	• Special Education Advisory Committee - Open House - Printed Communication	• An ad hoc committee of the Special Education Advisory Committee has begun to examine ways to facilitate the involvement of parents relative to special education. A special Open House is planned for Fall '84 and a series of publications relative to Special Students are being prepared.

C6PD – To be submitted with the Board amendments, 1984.   Use additional pages if necessary.

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Special Education Programs — Multi-Year Forecast — Elementary Pupils and Teachers – French Language Schools and Classes

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Elementary (As at Sept. 30)	01						•01				

THIS BOARD DOES NOT OPERATE FRENCH LANGUAGES SCHOOLS AT THE ELEMENTARY LEVEL

Self Contained Classes

		A	B	C	D	E		F	G	H	I
Population in School Programs Area of Exceptionality A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02						02				
B. Communicational Exceptionalities 1. Autistic	03						03				
2. Hearing Impaired	04						04				
3. Learning Disabled	05						05				
4. Speech and Language Impaired	06						06				
C. Intellectual Exceptionalities: 1. Gifted	07						07				
2. Educable retarded	08						08				
D. Physical Exceptionalities: 1. Visually Impaired	09						09				
2. Orthopaedic or Other Physical Handicap	10						10				
E. Multiple Exceptionalities: Multihandicapped	11						11				
TOTAL (02 TO 11)	12						12				
F. Other Related Programs (non-exceptional pupils) 1. Remedial —Language arts	13						13				
—Mathematics	14						14				
—Other	15						15				
2. Home Instruction	16						16				
3. Speech Correction	17						17				
TOTAL	18						20				

F-CISCE – To be submitted with the Board amendments, 1984.

· Note: Include only pupils and teachers up to and including grade 8. Grades 9 & 10 of RCSS boards are to be recorded on F-C2SCS & F-C2RWS

*All Elementary Teachers of the Board.

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Special Education Programs — Multi-Year Forecast — Elementary Pupils and Teachers -French Language Schools and Classes

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
The Board of Education for the City of Hamilton		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Elementary (As of Sept. 30)	01						* 01				

Resource or Withdrawal Settings

Population in School Programs Area of Exceptionality A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02	THE BOARD DOES NOT OPERATE FRENCH LANGUAGE SCHOOLS AT THE ELEMENTARY LEVEL.					02				
B. Communicational Exceptionalities 1. Autistic	03						03				
2. Hearing Impaired	04						04				
3. Learning Disabled	05						05				
4. Speech and Language Impaired	06						06				
C. Intellectual Exceptionalities: 1. Gifted	07						07				
2. Educable retarded	08						08				
D. Physical Exceptionalities: 1. Visually Impaired	09						09				
2. Orthopaedic or Other Physical Handicap	10						10				
E. Multiple Exceptionalities: Multihandicapped	11						11				
TOTAL (02 TO 11)	12						12				
F. Other Related Programs (non-exceptional pupils) 1. Remedial –Language arts	13						13				
–Mathematics	14						14				
–Other	15						15				
2. Home Instruction	16						16				
3. Speech Correction	17						17				
TOTAL (13 TO 17)	18						18				
GRAND TOTAL (12 + 18)	19						19				

F-C1RWE – To be submitted with the Board amendments, 1984.

Note: Include only pupils and teachers up to and including grade 8. Grades 9 & 10 of RCSS boards are to be recorded on F-C2SCS & F-C2RWS.

*All Elementary Teachers of the Board.

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Special Education Programs — Multi-Year Forecast — Secondary Pupils and Teachers - French Language Schools and Classes

Board		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
The Board of Education for the City of Hamilton		A	B	C	D	E		F	G	H	I
Total Secondary (As of Sept. 30)	01	351	354	343	342	353	* 01	25	24	23.9	24.7

Self-Contained Classes

Population in School Programs Area of Exceptionality		A	B	C	D	E		F	G	H	I
A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02		THE BOARD OF EDUCATION DOES NOT OPERATE SELF-CONTAINED SPECIAL EDUCATION CLASSES FOR FRANCOPHONE STUDENTS.				02				
B. Communicational Exceptionalities 1. Autistic	03						03				
2. Hearing Impaired	04						04				
3. Learning Disabled	05						05				
4. Speech and Language Impaired	06						06				
C. Intellectual Exceptionalities: 1. Gifted	07						07				
2. Educable retarded	08						08				
D. Physical Exceptionalities: 1. Visually Impaired	09						09				
2. Orthopaedic or Other Physical Handicap	10						10				
E. Multiple Exceptionalities: Multihandicapped	11						11				
TOTAL (02 TO 11)	12						12				
F. Other Related Programs (non-exceptional pupils) 1. Remedial –Language arts	13	11	11	10	11	10	13	.17	.17	.17	.17
–Mathematics	14	17	17	17	16	16	14	.17	.17	.17	.17
–Other'	15	0	0	17	20	20	15	0	.5	.5	.5
2. Basic	16						16				
3. Modified	17						17				
TOTAL (13 TO 17)	18	28	28	44	47	46	18	.34	.84	.84	.84
GRAND TOTAL (12 + 18)	19	28	28	44	47	46	19	.34	.84	.84	.84

F-C2SCS – To be submitted with the Board amendments, 1984.

*All Secondary Teachers of the Board

Ministry of Education
Ontario

Special Education Programs — Multi-Year Forecast — Secondary Pupils and Teachers – French Language Schools and Classes

Board: The Board of Education for the City of Hamilton		Pupils – Total Number						Teachers – F.T.E. (Full-Time Equivalent)			
		1982 - 1983	Plan (May 1983)	Actual	Estimated			Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985	1985 - 1986		1983 - 1984		1984 - 1985	1985 - 1986
		A	B	C	D	E		F	G	H	I
Total Secondary (as of Sept. 30)	01	351	354	343	342	353	* 01	25	24	23.9	24.7

Resource or Withdrawal Settings

Population in School Programs											
Area of Exceptionality A. Behavioural Exceptionalities: Socially Maladjusted/Emotionally Disturbed	02	AS OF SEPTEMBER 30, 1984, THERE WERE NO FRANCOPHONE STUDENTS DECLARED EXCEPTIONAL.					02				
B. Communicational Exceptionalities 1. Autistic	03						03				
2. Hearing Impaired	04						04				
3. Learning Disabled	05						05				
4. Speech and Language Impaired	06						06				
C. Intellectual Exceptionalities: 1. Gifted	07						07				
2. Educable retarded	08						08				
D. Physical Exceptionalities: 1. Visually Impaired	09						09				
2. Orthopaedic or Other Physical Handicap	10						10				
E. Multiple Exceptionalities: Multihandicapped	11						11				
TOTAL (02 TO 11)	12						12				
F. Other Related Programs (non-exceptional pupils) 1. Remedial –Language arts	13	REPORTED ON P.29					13				
–Mathematics	14						14				
–Other	15						15				
2. Home Instruction	16						16				
3. Speech Correction	17						17				
TOTAL (13 TO 17)	18						18				
GRAND TOTAL (12 + 18)	19						19				

F-C2RWS – To be submitted with the Board amendments, 1984.

*All Secondary Teachers of the Board

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Special Education Programs — Multi-Year Forecast — Trainable Retarded Pupils - French Language Schools and Classes

Board The Board of Education for the City of Hamilton		A	B	C	D	E
		1982 - 1983	Plan (May 1983)	Actual	Estimated	
			1983 - 1984		1984 - 1985*	1985 - 1986*
In Schools for Trainable Retarded:						
– Pupils (Resident)	01		THE BOARD DOES NOT OPERATE FRENCH LANGUAGE			
– Teachers (F.T.E.)	02		CLASSES FOR TRAINABLE RETARDED PUPILS.			
– Educational Support Staff (teacher—certificated)(F.T.E.)	03					
– Teacher-aides (F.T.E.)	04					
– Professional Support Staff (non-teacher certificated)(F.T.E.)	05					
– Administrative Staff (F.T.E.)	06					
In classes for Trainable Retarded in elementary and secondary schools:						
– Pupils (Resident)	07					
– Teachers (F.T.E.)	08					
– Educational Support Staff (teacher—certificated)(F.T.E.)	09					
– Teacher-aides (F.T.E.)	10					
– Professional Support Staff (non-teacher certificated)(F.T.E.)	11					
– Administrative Staff (F.T.E.)	12					
Purchasing Program from other board(s):						
– Pupils Served	13					
– From which board(s)?	14					
Selling Program to other board(s):						
– Pupils Served	15					
– To which board(s)?	16					
Totals						
– Pupils (01 + 07 + line 15)	17					
– Teachers (F.T.E.)	18					
– Educational Support Staff (teacher—certificated)(F.T.E.)	19					
– Teacher-aides (F.T.E.)	20					
– Professional Support Staff (non-teacher certificated)(F.T.E.)	21					
– Administrative Staff (F.T.E.)	22					

F-C3TR – To be submitted with the Board amendment, 1984.

Note: Only staff paid for their services are included on this form.

*Include Pupils referred to in board's section 5 plan – Reg. 274.

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Special Education Program — Multi-Year Forecast — Support Staff — Elementary and Secondary - French Language Schools and Classes

Board The Board of Education for the City of Hamilton		A		B		C		D		E	
		1982 - 1983		Plan (May 1983)		Actual		Estimated			
				1983 - 1984				1984 - 1985		1985 - 1986	
		Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
A. Educational Support Staff (teacher certificated)											
Coordinator or supervisor of special education (F.T.E.)	01										
Consultants (F.T.E.)	02										
Attendance counsellor/adjustment counsellor (F.T.E.)	03										
Teacher diagnostician(s) (F.T.E.)	04										
Speech correctionist(s) (F.T.E.)	05										
Other (specify) (F.T.E.)	06										
TOTAL A (01 to 06)	07	0	0	0	0	0	0	0	0	0	0
B. Para-Professional Support Staff Teacher-aide/Educational assistant (F.T.E.)	08										
Other (specify) (F.T.E.)	09										
TOTAL B (08 to 09)	10										
C. Professional Support Staff (non-teacher certificated) Psychiatrist (F.T.E.)	11										
Psychologist (F.T.E.)	12										
Psychometrist (F.T.E.)	13	1	1	1*	1*	1*	1*	1*	1*	1*	1*
Social worker/Attendance counsellor (F.T.E.)	14										
Speech Therapist (F.T.E.)	15	0	0	1*	1*	0	0	1	1	1	1
Child care worker (F.T.E.)	16										
Other (specify) (F.T.E.)	17										
TOTAL C (11 to 17)	18										
D. Administrative Staff Supervisory officers (F.T.E.)	19										
Clerical staff (F.T.E.)	20										
Other (specify) (F.T.E.)	21										
TOTAL D (19 to 21)	22	1	1	2*	2*	1*	1*	2*	2*	2*	2*

F-C4SS – To be submitted with the Board amendments, 1984.

Note: Only staff paid for their services are included on this form.

*Personnel will have system responsibilities

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Special Education Curriculum — Modification, Design and Development
–French Language Schools and Classes

Curriculum Needs	Objectives for 1984-1985	Means/Activities to Fulfill Objectives 1984 - 1985
1. The availability of a French language manual which will provide strategies, techniques and evaluation criteria to address the needs of exceptional pupils at the Secondary level.	1. The publication of a French manual similar to that in English which will address the needs of French Secondary exceptional pupils.	1. The learning resource teacher assigned to G. P. Vanier is an active member of a committee of secondary learning resource teachers who are assigned to address this need under the supervision of the Special Education consultant.
2. The awareness by regular teaching staff of the various learning styles of students with learning problems and the appropriate curriculum modifications.	2. In-service, within the school (G.P. Vanier) by the learning resource teacher to address this need.	2. Structured in-service progress at staff meetings, seminars, etc. in addition to informal in-service when the specific needs of individual students are discussed.

F-C5CU – To be submitted with the Board amendments, 1984.

Use additional pages if necessary.

Ministry of Education
Ontario

Special Education — Professional Development and In-Service Training Plan

-French Language Schools and Classes

Target Group	Objectives for 1984 - 1985	Activities, 1984 - 1985
Board Officials and Supervisory Staff		
Principals	The professional development and in-service training plans relative to Special Education are available to the staff and support personnel of G. P. Vanier as with the English Secondary Schools. It is anticipated that Ministry Personnel representing the French position will assist if necessary.	
Classroom Teachers		
Special Education Teachers		
Support Staff		
Other (e.g. parents, community, etc.)		

F-C6PD – To be submitted with the Board amendments, 1984. Use additional pages if necessary.

Ministry of Education
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Program Cost Analysis — Multi-Year Forecast — Elementary

NOTE: 1 — Costs in column B, C and D are to be calculated in constant 1983-1984 dollars.

2 — Data for systems with English language and French language schools & classes must be combined for costing purposes.

Board		A		B		C		D	
		1982 - 1983		Current 1983 - 1984		Anticipated 1984 - 1985		Anticipated 1985 - 1986	
		Number	Cost	Number	Cost	Number	Cost	Number	Cost
Board Enrolment: — Actual (total pupils from line 01, CISCE/F-CISCE)	01	25,505		25,189		25,090		24,874	
— F.T.E. (full time equivalent of all pupils in line 01 above)	02	23,296.1		22,914.9		22,721		22,614	
Pupils Served: — Actual (line 12, CISCE/F-CISCE & line 19, CIRWE/F-CIRWE)	03	4,169		3,980		4,753		5,628	
— F.T.E. (full time equivalent of all pupils in line 03 above)	04	1,555		1,552		1,957		2,148	
Teachers (F.T.E.) (line 12, CISCE/F-CISCE & line 19, CIRWE/F-CIRWE)	05	125	4,162,500	145	5,176,500	162	5,783,400	174	6,211,800
Educational Support Staff: (F.T.E.) (Teacher - certificated) (line 07, ELEM., C4SS/F-C4SS)	06	20.46	881,800	21.39	960,400	21.39	960,400	21.39	960,400
Teacher-Aides (F.T.E.) (line 10, ELEM., C4SS/F-C4SS)	07	13	141,900	14	161,000	14	161,000	14	161,000
Professional Support Staff: (F.T.E.) (Non-teacher certificated) (line 18, ELEM., C4SS/F-C4SS)	08	7.44	264,100	6.82	252,300	6.82	252,300	6.82	252,300
Administrative Staff (F.T.E.) (line 22, ELEM., C4SS/F-C4SS)	09	6.82	142,500	6.82	150,000	6.82	150,000	6.82	150,000
Sub-total (05 to 09)	10	172.72	5,592,800	194.65	6,700,200	211.65	7,307,100	223.65	7,735,500
Curriculum Modification and Design	11		61,000		78,500		116,000		124,200
Professional Development	12		2,500		2,500		2,500		2,500
Instructional Materials	13		72,500		107,500		117,000		127,700
Sub-total (11 to 13)	14		136,000		188,500		235,500		254,400
Total Instructional costs (10 + 14)	15		5,728,800		6,888,700		7,542,600		7,989,900

Accommodation	16								
Transportation	17		562,500		602,500		602,500		602,500
Other — (Specify)	18								
TOTAL -INSTRUCTIONAL COSTS + TRANSPORTATION			6,291,300		7,491,200		8,145,100		8,592,400

C7E — To be submitted with the board amendments, 1984.

Note: Excluding Trainable Retarded, Section 15 Agreements and services in lieu of provincial schools.

PROGRAM COST ANALYSIS - ELEMENTARY

BOARD OF EDUCATION - HAMILTON	1984-85
Direct Costs - C7E	8,145,100
Indirect Costs Allocated to Program	2,761,200
Cost of Programs	10,906,300
FUNDING OF PROGRAMS - PROVINCE	
A) Basic Amount in Per Pupil Ceilings	1,668,200
B) Per Pupil Ceilings for Exceptional Pupils	4,525,600
C) General Special Education Grant	4,182,500
D) In Lieu of Provincial Services	105,900
E) Transportation	602,500
F) Community Facility Liaison	22,500
Expenditures Eligible for Grant	11,107,200
COSTS OF PROGRAMS BORNE BY	
Province	7,040,300
Local Taxpayer	3,866,000
Total	10,906,300

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Program Cost Analysis — Multi-Year Forecast — Secondary

NOTE: 1 — Costs in column B, C and D are to be calculated in constant 1983-1984 dollars.

2 — Data for systems with English language and French language schools & classes must be combined for costing purposes.

Board		A		B		C		D	
		1982 - 1983		Current 1983 - 1984		Anticipated 1984 - 1985		Anticipated 1985 - 1986	
		Number	Cost	Number	Cost	Number	Cost	Number	Cost
Board Enrolment: — Actual (total pupils from line 01, C2SCS/F-C2SCS)	01	15,814		15,674		14,996		14,873	
— F.T.E. (full time equivalent of all pupils in line 01 above)	02	15,814		15,674		14,996		14,873	
Pupils Served: — Actual (line 19, C2SCS/F-C2SCS & line 19, C2RWS/F-C2RWS)	03	2,486		2,371		2,483.4		2,516.4	
— F.T.E. (full time equivalent of all pupils in line 03 above)	04	2,070		1,780		1,754.8		1,767.4	
Teachers (F.T.E.) (line 19, C2SCS/F-C2SCS & line 19, C2RWS/F-C2RWS)	05	170.8	6,951,600	157.34	6,718,400	154.94	6,615,900	157.94	6,744,000
Educational Support Staff: (F.T.E.) (Teacher - certificated) (line 07, SEC., C4SS/F-C4SS)	06	12.54	540,500	13.11	588,600	13.11	588,600	13.11	588,600
Teacher-Aides (F.T.E.) (line 10, SEC., C4SS/F-C4SS)	07	-	-	-	-	-	-	-	-
Professional Support Staff: (F.T.E.) (Non-teacher certificated) (line 18, SEC., C4SS/F-C4SS)	08	4.56	161,900	5.18	191,700	5.18	191,700	5.18	191,700
Administrative Staff (F.T.E.) (line 22, SEC., C4SS/F-C4SS)	09	4.18	87,400	4.18	92,000	4.18	92,000	4.18	92,000
Sub-total (05 to 09)	10	192.08	7,741,400	179.81	7,590,700	177.41	7,488,200	180.41	7,616,300
Curriculum Modification and Design	11		111,500		79,300		146,400		147,400
Professional Development	12		2,500		2,500		2,500		2,500
Instructional Materials	13		207,100		220,500		219,500		221,100
Sub-total (11 to 13)	14		321,100		302,300		368,400		371,000
Total Instructional costs (10 + 14)	15		8,062,500		7,893,000		7,856,600		7,987,300

Accommodation	16								
Transportation	17		156,000		137,000		131,600		130,700
Other — (Specify)	18								
TOTAL INSTRUCTIONAL + TRANSPORTATION			8,218,500		8,030,000		7,988,200		8,118,000

C7S — To be submitted with the board amendments, 1984.

Note: Excluding Trainable Retarded, Section 15 Agreements and services in lieu of provincial schools.

PROGRAM COST ANALYSIS - SECONDARY

BOARD OF EDUCATION - HAMILTON	1984-85
Direct Costs - C7S	7,988,200
Indirect Costs Allocated to Program	2,644,100
Cost of Programs	10,632,300
FUNDING OF PROGRAMS - PROVINCE	
A) Basic Amount in Per Pupil Ceilings	1,577,400
B) Per Pupil Ceilings for Exceptional Pupils	5,465,000
C) General Special Education Grant	1,939,000
D) Transportation	131,600
Expenditures Eligible for Grant	9,113,000
COST OF PROGRAMS BORNE BY	
Province	4,463,000
Local Taxpayer	6,169,300
Total	10,632,300

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Program Cost Analysis — Multi-Year Forecast — Trainable Retarded Pupils (including pupils to be admitted in accordance with section 5 plan — Reg. 274)

NOTE: 1 — Costs in column B, C and D are to be calculated in constant 1983-1984 dollars.

2 — Data for systems with English language and French language schools & classes must be combined for costing purposes.

		A		B		C		D	
		1982 - 1983		Current 1983 - 1984		Anticipated 1984 - 1985		Anticipated 1985 - 1986	
		Number	Cost	Number	Cost	Number	Cost	Number	Cost
Pupils Served: Actual (line 17, C3TR/F-C3TR)	01	385		342		330		343	
F.T.E. (full time equivalent of all pupils in line 01 above)	02			339		325.0		338.0	
Teachers (F.T.E.) (line 18, C3TR/F-C3TR)	03	46	1,531,800	39	1,392,300	39	1,392,300	39	1,392,300
Educational Support Staff (F.T.E.) (teacher-certified) (line 19, C3TR/F-C3TR)	04	1	43,100	1	44,900	1	44,900	1	44,900
Teacher-Aides (F.T.E.) (line 20, C3TR/F-C3TR)	05	23	250,700	24	276,000	24	276,000	24	276,000
Professional Support Staff (F.T.E.) (non-teacher certified) (line 21, C3TR/F-C3TR)	06								
Administrative Staff (F.T.E.) (line 22, C3TR/F-C3TR)	07	4	83,600	3	66,000	3	66,000	3	66,000
Sub-Total (03 to 07)	08	74	1,909,200	67	1,779,200	67	1,779,200	67	1,779,200
Curriculum Modification and Design	09		6,400		12,900		12,900		12,900
Professional Development	10		1,800		700		700		700
Instructional Materials	11		68,600		84,400		84,400		84,400
Sub-Total (09 to 11)	12		76,800		98,000		98,000		98,000
Total Instructional costs (08 + 12)	13		1,986,000		1,877,200		1,877,200		1,877,200

Accommodation	14								
Transportation	15		550,100		593,600		593,600		593,600
Other – Specify	16								

C7TR – To be submitted with the board amendments, 1984.

Note: excluding section 15 agreements.

APPENDICES

Appendix A

A Report on the Survey of Students Needing Special Education Services

RESEARCH REPORT

ISSUED BY THE

RESEARCH SERVICES DEPARTMENT
SPECIAL SERVICES PANEL

A REPORT ON THE SURVEY OF STUDENTS NEEDING SPECIAL EDUCATION SERVICES

MARCH, 1984

REPORT #168

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A REPORT ON THE SURVEY OF STUDENTS NEEDING SPECIAL EDUCATION SERVICES
1983-84

I Introduction

In order to meet Ministry of Education requirements regarding the implementation of responsibility legislation, each school board in Ontario was required to develop an official plan which included, as one feature, a survey which identified students needing special education services. The survey, first completed in March, 1982, was required to be repeated two years later. This report provides the results of the second survey of March, 1984.

The 1984 survey of students in Hamilton Board of Education schools proceeded through the following steps:

(i) A questionnaire (to be completed by each teacher) was designed by a team of Special Education and Research staff,

(ii) The questionnaire was completed by all teachers after in-service was provided by principals for their staffs. Principals received in-service relative to the survey at Area meetings from the Supervisor of Special Education or the Administrative Assistant to the Director.

(iii) Each school tabulated the teachers' responses, ensuring that any identified student was reported only once,

(iv) The reviewed tabulations were then forwarded to the Research Services Department for a system tabulation and analysis which forms the basis of this report.

The following tabulations, for elementary and secondary schools, represent the opinions of the teaching staff based on day-to-day student achievement. The teachers' responses placed students in three broad categories: students requiring self-contained programs; students who require learning resource assistance; and students who could function in the regular program. The two Special Education categories were then divided into areas of exceptionality based on Ministry of Education definitions. The students in the regular program were also divided into two categories: those who could function within the regular program; and those who, with some remedial assistance, could function in the regular program. The tables on the following pages report students identified as requiring special education programs who are presently enrolled in regular programs or in special education programs.

II A. STUDENTS IDENTIFIED AS REQUIRING SPECIAL EDUCATION ASSISTANCE DATA AS OF JANUARY 30, 1984

	TOTAL ENRLMNT	STUDENTS IDENTIFIED BY PRGRM		TOTAL STUDENTS REQUIRING S.C. OR L.R.A. PRGMS
		SELF-CONTAINED	LRNG RSCE ASSTNCE	
ELEMENTARY	25142	2185	1338	3523
Percent		(8.69%)	(5.32%)	(14.01%)
SECONDARY	14880	219	1549	1768
Percent		(1.47%)	(10.41%)	(11.88%)
ALL STUDENTS	40022	2404	2887	5291
Percent		(6.01%)	(7.21%)	(13.22%)

II B. STUDENTS IDENTIFIED AS REQUIRING SPECIAL EDUCATION ASSISTANCE DATA AS OF JANUARY 30, 1982

	TOTAL ENRLMNT	STUDENTS IDENTIFIED BY PRGRM		TOTAL STUDENTS REQUIRING S.C. OR L.R.A. PRGMS
		SELF-CONTAINED	LRNG RSCE ASSTNCE	
ELEMENTARY	25417	2281	2409	4690
Percent		(8.97%)	(9.48%)	(18.45%)
SECONDARY	15952	445	603	1048
Percent		(2.79%)	(3.78%)	(6.57%)
ALL STUDENTS	41369	2726	3012	5738
Percent		(6.59%)	(7.28%)	(13.87%)

III DETAILED TABULATION OF THE ELEMENTARY SCHOOL SURVEY COMPARISONS WITH 1982 SURVEY

A. Students Identified as Requiring Self-Contained Special Education Programs

AREA OF EXCEPTIONALITY		1984 DATA			1982 DATA	
	NUMBER	PERCENT OF 2185	PERCENT OF 25142	NUMBER	PERCENT OF 2281	PERCENT OF 25417
Behaviour Excptnlts	183	8.38%	0.73%	265	11.6%	1.04%
Autistic	4	0.18%	0.02%	N.A.	N.A.	N.A.
Hearing Impaired	36	1.65%	0.14%	40	1.8%	0.6%
Learning Disabled	509	23.30%	2.02%	380	16.7%	1.50%
Speech and Language	86	3.94%	0.34%	79	3.5%	.31%
Gifted	406	18.58%	1.61%	342	15.0%	1.35%
Educable Retarded	891	40.78%	3.54%	1056	46.3%	4.15%
Trainable Retarded	8	0.37%	0.03%	N.A.	N.A.	N.A.
Visually Impaired	8	0.37%	0.03%	14	0.6%	0.06%
Orthopaedic	32	1.46%	0.13%	20	0.9%	0.08%
Multiple	22	1.01%	0.09%	49	2.1%	0.19%
Other	N.A.	N.A.	N.A.	36	1.6%	0.14%
TOTAL	2185	100.0%	8.69%	2281	100.0%	8.97%

NOTE: Category differences between 1982 and 1984 were caused by changes in Ministry of Education requirements.

III DETAILED TABULATION OF THE ELEMENTARY SCHOOL SURVEY AND COMPARISONS WITH THE 1982 SURVEY

B. Students Identified As Requiring Resource Assistance Special Education Programs

AREA OF EXCEPTIONALITY	1984 DATA NUMBER	1984 DATA PERCENT OF 1338	1984 DATA PERCENT OF 25142	1982 DATA NUMBER	1982 DATA PERCENT OF 2409	1982 DATA PERCENT OF 25417
Behaviour Excptnlts	259	19.36%	1.03%	450	18.7%	1.77%
Autistic	3	0.22%	0.01%			
Hearing Impaired	15	1.12%	0.06%	27	1.1%	0.11%
Learning Disabled	231	17.26%	0.92%	833	34.5%	3.28%
Speech & Language	196	14.65%	0.78%	281	11.7%	1.11%
Gifted	383	28.62%	1.52%	270	11.2%	1.06%
Educable Retarded	222	16.59%	0.88%	515	21.4%	2.[illegible]
Trainable Retarded	5	0.37%	0.02%	N.A.	N.A.	N.A.
Visually Impaired	4	0.30%	0.02%	7	0.3%	.03%
Orthopaedic	10	0.75%	0.04%	16	0.7%	.06%
Multiple	10	0.75%	0.04%	10	0.4%	.04%
Other	N.A.	N.A.	N.A.	0	0	0
TOTAL AND % OF ENROLMENT	1338	100.0%	5.32%	2409	100.0%	9.48%

NOTES:

(1) Category differences between 1982 and 1984 were caused by changes in Ministry of Education requirements.

(2) Much of the large decline in LRA identification (2409 down to 1338) is caused by a new category for 1984: "Students Who Could Function in the Regular Program With Remedial Assistance". Teachers placed 3610 students (14.36% of the total enrolment) in this category. If these students were combined with the 1338 identified as LRA students, the total would be 4948 or 19.68% of the student population requiring some type of assistance outside the regular program other than self-contained programs.

III DETAILED TABLUATION OF THE ELEMENTARY SCHOOL SURVEY AND COMPARISON WITH THE 1982 SURVEY

C. Students Identified as Requiring Either Self Contained or Resource Assistance Special Education Programs

AREA OF EXCEPTIONALITY	1984 DATA			1982 DATA		
	NUMBER	PERCENT OF 3523	PERCENT	NUMBER	PERCENT OF 4690	PERCENT OF 25417
Behaviour Excptnlts	442	12.55%	1.76%	715	15.24%	2.81%
Autistic	7	0.20%	0.03%	N.A.	N.A.	N.A.
Hearing Impaired	51	1.45%	0.20%	67	1.43%	0.26%
Learning Disabled	740	21.00%	2.94%	1213	25.87%	4.77%
Speech & Language	282	8.00%	1.12%	360	7.68%	1.42%
Gifted	789	22.40%	3.14%	612	13.05%	2.41%
Educable Retarded	1113	31.59%	4.43%	1571	33.50%	6.18%
Trainable Retarded	13	0.37%	0.05%	N.A.	N.A.	N.A.
Visually Impaired	12	0.34%	0.05%	21	0.45%	0.08%
Orthopaedic	42	1.19%	0.17%	36	0.77%	0.14%
Multiple	32	0.91%	0.13%	59	1.26%	0.23%
Other	N.A.	N.A.	N.A.	36	0.77%	0.14%
TOTAL	3523	100.0%	14.01%	4690	100.0%	18.45%

NOTE: The decline in percent of students identified as requiring either self contained or learning resource assistance in 1984 may be attributable to some extent to the new category for student placement: "Students Who Could Function in the Regular Program With Remedial Assistance". The total of students for 1984 identified for Table C above plus "Remedial Assistance" is 7133 or 28.37% of the total enrolment.

IV DETAILED TABULATION OF THE SECONDARY SCHOOL SURVEY
AND
COMPARISONS WITH THE 1982 SURVEY

A. Students Identified as Requiring a Self Contained Program

AREA OF EXCEPTIONALITY	1984 DATA NUMBER	1984 DATA PERCENT OF 219	1984 DATA PERCENT OF 14880	1982 DATA NUMBER	1982 DATA PERCENT OF 445	1982 DATA PERCENT OF 15952
Behaviour Excptnlts	72	32.88%	.48%	111	24.94%	0.70%
Autistic	2	.91%	.01%	N.A.	N.A.	N.A.
Hearing Impaired	0	--	--	3	0.67%	0.02%
Learning Disabled	16	7.31%	.11%	51	11.46%	0.32%
Speech & Language	10	4.57%	.07%	29	6.52%	0.18%
Gifted	44	20.09%	.30%	104	23.37%	0.65%
Educable Retarded	64	29.22%	.43%	80	17.98%	0.50%
Trainable Retarded	6	2.74%	.04%	N.A.	N.A.	N.A.
Visually Impaired	2	0.91%	.01%	1	0.22%	0.01%
Orthopaedic	0	--	--	5	1.12%	0.03%
Multiple	3	1.37%	.02%	61	13.71%	0.38%
Other	N.A.	N.A.	N.A.	0	0	0
TOTAL	219	100.0%	1.47%	445	100.0%	2.79%

NOTE: Category differences between 1982 and 1984 were caused by changes in Ministry of Education requirements.

IV DETAILED TABLUATION OF THE SECONDARY SCHOOL SURVEY AND COMPARISONS WITH THE 1982 SURVEY

A. Students Identified as Requiring a Learning Resource Program

AREA OF EXCEPTIONALITY	1984 DATA NUMBER	1984 DATA PERCENT OF 1549	1984 DATA PERCENT OF 14880	1982 DATA NUMBER	1982 DATA PERCENT OF 603	1982 DATA PERCENT OF 15952
Behaviour Excptnlts	476	30.73%	3.20%	199	33.00%	1.25%
Autistic	0	0	0	N.A.	N.A.	N.A.
Hearing Impaired	16	1.03%	.11%	10	1.66%	0.06%
Learning Disabled	242	15.62%	1.63%	153	25.37%	0.96%
Speech & Language	57	3.68%	0.38%	55	9.12%	0.34%
Gifted	532	34.34%	3.58%	78	12.94%	0.49%
Educable Retarded	116	7.49%	0.78%	61	10.12%	0.38%
Trainable Retarded	4	.26%	0.03%	N.A	N.A.	N.A.
Visually Impaired	21	1.36%	0.14%	4	0.66%	0.03%
Orthopaedic	20	1.29%	0.13%	16	2.65%	0.10%
Multiple	65	4.20%	0.44%	27	4.48%	0.17%
Other	N.A.	N.A.	N.A.	0	0	0
TOTAL	1549	100.0%	10.41%	603	100.0%	3.78%

NOTES:

(1) Category differences between 1982 and 1984 were caused by changes in Ministry of Education requirements.

(2) Some of the large increase in LRA identification (1549 from 603: an increase of 946) was caused by a change in the questionnaire which forced respondents to place students in the above categories rather than "Remedial Languages" or "Remedial Mathematics" which were categories on the 1982 questionnaire. If students who were placed in those categories were combined with the 603 above, an additional 194 would have increased the total to 797 or 5.00% of the population. Even with this adjustment, there is much increased awareness among secondary school teachers of the need for learning resource assistance programs.

IV DETAILED TABLUATION OF THE SECONDARY SCHOOL SURVEY
AND
COMPARISON WITH THE 1982 SURVEY

A: Students Identified as Requiring Either S.C. or L.R.A. Program

AREA OF EXCEPTIONALITY	1984 DATA			1982 DATA		
	NUMBER	PERCENT OF 1749	PERCENT OF 14880	NUMBER	PERCENT OF 648	PERCENT OF 15952
Behaviour Excptnlty	548	31.33%	3.68%	310	29.58%	1.94%
Autistic	2	.11%	.01%	N.A.	N.A.	N.A.
Hearing Impaired	16	.91%	.61%	13	1.24%	.08%
Learning Disabled	258	14.75%	1.73%	204	19.47%	1.28%
Speech & Language	67	3.83%	.45%	84	8.02%	.53%
Gifted	576	32.93%	3.87%	182	17.37%	1.14%
Educable Retarded	180	10.29%	1.21%	141	13.45%	.88%
Trainable Retarded	10	.57%	.07%	N.A.	N.A.	N.A.
Visually Impaired	23	1.32%	.15%	5	.48%	.03%
Orthopaedic	20	1.14%	.13%	21	2.00%	.13%
Multiple	68	3.89%	.46%	88	8.40%	.55%
Other	N.A.	N.A.	N.A.	0	0	0
TOTAL	1768	100.0%	11.88%	1048	100.0%	6.57%

V DETAILED TABULATION OF THE TRAINABLE RETARDED SCHOOL SURVEY

STUDENTS IDENTIFIED AS REQUIRING SELF CONTAINED CLASSES

SCHOOL	ENRL JAN 30 1984	EDCBLE RETRDD	TRNBLE RETRDD	SOCLLY MALJSTD	AUTSTC	MULTPLE HANDCPD
Fairview	60	3	57			
Southview	51	1	49			1
Vincent Massey	152		147	2	1	2
Tot.Tr.School	263	4	253	2	1	3
% Tr. Enr.	--	.02	.96	.01	.00	.01
SATELLITE SCHOOLS						
Norwood Park	20		20			
Queen Victoria	20		20			
Sherwood	20		20			
Visc.Montgomery	19		19			
Tot.Sat.Schools	79		79			
% Stlt.Enr.	--		100%			
Tot.Tr.Program	342	4	332	2	1	3
% Tr. Program	--	.01	97	.01	.00	.01

SUMMARY OF
A REPORT ON THE SURVEY OF STUDENTS NEEDING SPECIAL EDUCATION SERVICES
1983-84

A: ELEMENTARY PANEL

(1) Teachers identified 8.6% of the elementary students as requiring self-contained programs; this compares with 8.97% in the 1982 survey.

(2) Although the numbers and percentages of students identified for self-contained programs are similar in the two surveys, it should be noted that the percentages identified in the specific areas of exceptionalities show some very pointed changes. These changes in identification as listed below may indicate an increase in awareness of the diversity of special needs of children on the part of the teaching staff. Among the categories with major changes in teachers' identification of pupils are the following.

CHANGES IN CATEGORY PERCENTAGES OF STUDENTS IDENTIFIED AS REQUIRING SELF-CONTAINED SPECIAL EDUCATION PROGRAMS: Elementary Schools

	1984(%)	1982(%)	% CHANGE
Behaviour Exceptionalities	8.4%	11.6%	- 3.2%
Specific Learning Disabilities	23.3%	16.7%	+ 6.6%
Gifted	18.6%	15.0%	+ 3.6%
Educable Retarded	40.8%	46.3%	- 5.5%

(3) Comparability between 1982 and 1984 on numbers of children identified as requiring learning resource assistance may be somewhat misleading as the 1984 survey contains a category not found on the 1982 survey, "Students who could function in the regular program with some remedial assistance". It can be stated, however, that there are shifts in percentages of students identified by categories and these shifts may also indicate changing perceptions among the staff.

CATEGORY PERCENTAGES OF STUDENTS IDENTIFIED AS REQUIRING LEARNING RESOURCE ASSISTANCE SPECIAL EDUCATION PROGRAMS: Elementary Schools

	1984(%)	1982(%)	% CHANGE
Behaviour Exceptionalities	19.4%	18.7%	+ 0.7%
Specific Learning Disabilities	17.3%	34.5%	- 17.2%
Gifted	28.6%	11.2%	+ 17.4%
Educable Retarded	16.6%	21.4%	- 4.8%

B: SECONDARY PANEL

(1) Secondary teachers identified 219 students as requiring a self-contained program in the 1984 survey (1.47%) of the total enrolment). In 1982, 445 students were identified (2.79% of the total enrolment). Although the number of students identified declined substantially, the decline in percentage was not as great as might be expected as the total enrolment declined by over 1000 pupils over these two years.

(2) As with the elementary panel, some variation in special education category for self-contained support is evident between the two years. The table below illustrates these changes, comparing by percent.

CHANGES IN CATEGORY PERCENTAGES OF STUDENTS IDENTIFIED AS REQUIRING SELF-CONTAINED SPECIAL EDUCATION PROGRAMS: SECONDARY SCHOOLS

	1984(%)	1982(%)	% CHANGE
Behaviour Exceptionalities	32.9%	24.9%	+ 8.0%
Specific Learning Disabled	7.3%	11.5%	- 4.2%
Gifted	20.1%	23.3%	- 3.2%
Educable Retarded	29.2%	18.0%	+11.2%
Multiple	1.4%	13.7%	-12.3%

(3) Comparisons on the numbers of students identified who require learning resource assistance as reported in the two surveys (1984 compared to 1982) may be misleading as the 1984 survey contained an additional category, outside the Special Education categories, "Students who could function in a regular program with remedial assistance". Comparisons can be made, however, on the basis of the percent of students in each category identified as requiring learning resource assistance. It will be noted that some categories show considerable change between the two years.

CHANGE IN CATEGORY PERCENTAGES OF STUDENTS IDENTIFIED AS REQUIRING LEARNING RESOURCE ASSISTANCE SPECIAL EDUCATION PROGRAMS: SECONDARY SCHOOLS

	1984%	1982%	% CHANGE
Behaviour Exceptionalities	30.7%	33.0%	- 2.3%
Specific Learning Disability	15.6%	25.4%	- 9.8%
Gifted	34.3%	12.9%	+ 21.4%
Educable Retarded	7.5%	10.1%	- 2.6%

Appendix B

In–Service
Special Education Department
1984–85

IN-SERVICE
SPECIAL EDUCATION DEPARTMENT
1984 - 85

IN-SERVICE AREA	"IN-SERVICE" DESCRIPTION	IMPLEMENTATION PROCESS	TIME FRAME
Enrichment Manual	• teacher's manual suggesting methods of enriching the regular curriculum in the content areas. • a supplement to the regular curriculum of the Hamilton Board.	• at principal meetings in the six areas by the consultant of the Gifted. • Principals in-servicing their own staff. • the consultant for the Gifted providing individual staff/school in-service.	September/December 1984
Behavioural Exceptionalities Manual	• updating of a current manual which is available to all schools across the system. • contain an extensive section on Behaviour Management to be updated by Dr. C. Pryor, Supervisor, Psychological Services.	• at principal meetings in the six areas, by the consultant of Behaviour Exceptionalities. • by the teachers of the Behavioural Exceptionalities Classes at their staff meetings.	March/December 1985/86
Special Services Referral Form	• a combined "referral form" to meet the needs of the Psychological, Adjustment, Guidance and Special Education Departments to eliminate the redundancy of reports.	• at principal meetings in the six areas by members of the Psychological, Adjustment or Special Education Departments. • by principals to their staff and secretaries.	September/December 1984
Individual Pupil Plan Manual -- Elementary Learning Resource Teacher	• a manual to assist learning resource teachers in completing individual pupil plans for exceptional pupils.	• in-service provided by the Consultant in Special Education assigned the LRT responsibility. • nine new LRT's will require this in-service.	September, 1984

IN-SERVICE AREA	"IN-SERVICE" DESCRIPTION	IMPLEMENTATION PROCESS	TIME FRAME
Secondary School Exceptional Student Forms	• the focus pertaining to Special Education at the Secondary level will be presented to the adminstrative staff of the secondary schools. • this will include I.P. & R.C. Forms, Review Forms, I.P.P.'s and Principal's checklists. • sections relavent to secondary school students will be included in Manuals.	• the consultant assigned to each area will in-service the principals, vice-principals and guidance heads. • the aforementioned staff will then in-service their staff and secretaries.	September/November 1984
Gifted Program: Senior Public Schools	• in-service pertaining to gifted students who will be involved at the senior school level. • in-service to involve areas such as the acceptance, expectations and programming.	• the consultant of the Gifted to provide in-service to the staff of the schools in which the class will be located.	September/December 1984
Gifted Program: Secondary Schools	• in-service pertaining to gifted secondary students and their involvement in Composite Secondary School.	• the consultant of the Gifted to provide in-service to the staffs of the remaining six secondary schools.	September/December 1984
Developmentally Handicapped	• in-service relative to all aspects of assuring the responsibility of the school-age developmentally delayed.	• in-service to be provided by the Consultant of Intellectual Exceptionalities and appropriate community personnel. • target population will include area superintendents, the staff of the school where the program is located, parents, community agencies.	March/June 1985

IN-SERVICE AREA	"IN-SERVICE" DESCRIPTION	IMPLEMENTATION PROCESS	TIME FRAME
Opportunity Program	. another look at the opportunity program and its utilization in meeting the needs of pupils with learning problems.	. at principal meetings in the six areas by the consultant of Intellectual Exceptionalities. . by principals in-servicing their staff. . by the consultants providing in-service at individual schools.	September/October 1984
Teachers New to Special Education	. a series of in-service sessions to provide teachers new to special education with an overview of special programming for exceptional students.	. series of four workshops conducted by consultants for specific and general learning disabilities focusing on assessment, programming and implementation relative to exceptional students.	September/October 1984
Individual Curriculum Strategies: Trainable Retarded Schools	. A continuation of a program design in 1983-84 which is intended to familiarize teachers with the teaching of objective assessment of behaviour and planning and implementation of appropriate individual programs.	. on an individual and small group basis with principals and staff of programs for trainable retarded pupils.	On-going 1984-85
Professional Activity Meetings Relative to Each Category of Exceptionality	. Coordination meetings with teachers and staff responsible for the programming of students in each exceptionality, to maintain a high level of professional involvement and awareness of advances in relative research.	. meetings arranged by appropriate consultants.	On-going 1984-85

IN-SERVICE AREA	"IN-SERVICE" DESCRIPTION	IMPLEMENTATION PROCESS	TIME FRAME
Elementary Principals	• to assist the elementary principal to become more familiar with his role relative to special students.	• a series of work shops planned in co-operation with Hamilton Principals Association and, involving personnel from Special Sources and the Special Education Advisory Committee.	January/February 1984
Regular Class Teachers - Elementary and Secondary	• to assist the regular class teacher to meet the needs of children with planning problems in the regular classroom.	• a series of activities and workshops designed by special services personnel. A system focus.	On-going 1984-85
Curriculum Supervisors	• to clarify the process and product aspects of gifted curriculum.	• a dialogue approach between gifted consultant, psycho-educational consultant for the gifted and curriculum supervisors.	January/March 1985
Parents of Students in Special Education	• Special Education Advisory Committee - Open House - Printed Communication	• An ad hoc committee of the Special Education Advisory committee has begun to examine ways to facilitate the involvement of parents relative to special education. A special Open House is planned for Fall '84, and a series of publications relative to Special Students are being prepared.	November, 1985

Appendix C

Modification of Schools for the Disabled

100 Main Street West
Hamilton, Ontario
1983 08 30

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

MODIFICATION OF SCHOOLS FOR THE DISABLED

HISTORICAL PERSPECTIVE

Prior to 1974, only Schools for the Trainable Retarded had facilities modified for the handicapped. These modifications included ramps for wheelchairs and adapted washrooms. During this period, these programs were located in one floor plan schools, for obvious reasons.

In 1974, the new Building Code Act required that all new buildings and additions had to accommodate the handicapped. Thus, C. B. Stirling and additions and alterations at R. A. Riddell, W. H. Ballard, Lake Avenue and Ainslie Wood have been provided with facility modifications which meet the spirit of the Building Code.

In addition, when a school has requested building adaptations for handicapped students, following budgetary approval, modifications have occurred at Sir John A. Macdonald, Westdale, Hill Park Secondary Schools and Cardinal Heights Elementary School.

All the aforementioned schools were addressed on an ad hoc basis in order to meet the needs of students in attendance or going to attend a specific school and/or program.

The intent of this proposal is to approach the task of providing access and program for the disabled in a uniform way and on an "master plan" basis. (See Appendix A)

Approval of such a plan would assure parents that each strategically located school meets certain standards - standards which would ensure maximum accessibility to the school and the educational programs (regular or special) offered by the Hamilton system, including, of course, full considerations for the safety and well being of each disabled person.

MODIFYING SCHOOLS FOR THE PHYSICALLY HANDICAPPED

Prior to new building, alterations or specific modifications, information contained in The Building Code (Ministry of Consumer and Commercial Relations) and a Ministry of Education document, Designing Schools for Physically Handicapped, was thoroughly taken into account and is reflected in the building modifications that have occurred in our schools.

The standards which are being suggested are based on the Building Code and generally are as follows:

. one-storey building/building with an elevator
. suitably designed ramps, railings, etc.
. washroom facilities of appropriate size suitable for wheelchairs and equipped with grab bars.

For reference, pertinent sections of the Building Code are as follows:

. Doors and Doorways	- subsection 5.3.2
. Ramps	- subsection 5.3.5
. Washrooms	- subsection 5.3.9
. Toilet Stalls	- subsection 5.3.10

The cost of providing adaptations to new and existing schools are based on individual structures and can be made readily available as sites are selected. Experience has indicated that costs could vary from $1000 to $4500 per school for modifications, e.g. doors, ramps, washrooms, in order to ensure accessibility to a school and, thereby, meet the individual educational needs of disabled persons in a most normal environment.

CRITERIA FOR SELECTION OF SCHOOLS

1. Schools would be, preferably, of one floor design or include an elevator service.

2. Elementary schools would be, preferably, Kindergarten to grade 8 schools.

3. Schools would be strategically located (depending on geographical location of one floor plan and elevator service schools) to provide easy access to major traffic and public transportation routes.

4. No school should be a school that is being considered for consolidation for closure in the foreseeable future.

Note: It should be pointed out that there are a limited number of schools that meet these criteria within our school system. These schools would, however, ensure a reasonable opportunity for access to all educational programs. It may, however, be necessary to modify additional schools in the future to meet identified and/or specific needs.

SUGGESTED SCHEDULE FOR LONG RANGE PLAN IMPLEMENTATION

The following is a suggested prioritized schedule for implementation of a uniform systematic approach to making designated schools available for students with disabling handicaps:

Elementary

Location		Special Circumstances	Completion Dates
West Mountain	- Holbrook (Jk-6)	- C.P.Centre-orthopedic classes	1983
West Lower City	- Prince Philip(Jk-5)	- one floor	1983
East Lower City	- Lake Avenue(JK-8)	- one floor	1983
	- Viscount Montgomery (JK-8)	- T.R. Satellite	1983
	- Glen Echo(JK-5)	- one floor	1984
Central Mountain	- Cardinal Heights(6-8)	- one floor	1984
East Mountain	- Lisgar(Jk-5)	- one floor/orthopedic classes	1984
West Lower City	- Ryerson(6-8)	- one floor	1984

Vocational Secondary

Location		Special Circumstances	Completion Dates
Central Mountain	- Crestwood	- one floor/general shop	1985
East Lower City	- Briarwood	- one floor	1985
Central Lower City	- Parkview	- elevator/general shop	1985

Composite Secondary

Location		Special Circumstances	Add.Modification Completion Dates
East Mountain	- Sherwood	- elevator - access from lower city	1986
West Lower City	- Westdale	- elevator	1986
Central Lower City	- Sir John A. Macdonald	- elevator/washroom	1983 (completed)
Central Lower City	- Scott Park	- elevator	1986

SUMMARY

In summation, administration has reviewed the need for long range planning for modification of schools in order to allow access by persons with handicapping conditions.

Findings and suggestions are as follows:

- Standards are required by the Building Code.
- Criteria for selection of schools has been suggested.
- A long range systematic plan has been recommended.
- In addition to the suggested plan, it is understood that parents have the option to request special consideration for placement from the administration and/or the Board.
- We have reviewed the needs across the system together with available accommodation and we believe the existing plan, combined with the option of approaching administration/Board with special considerations, does not require the ramping of all schools at this time.

- It is understood that future modifications may have to be completed in other schools in order to address specific needs that may arise. These situations will be brought to the Board as appropriate.

Recommendation

Part I - That the Board of Education for the City of Hamilton approve the above relevant schedule for 1984-86 related to the modification of schools for disabled persons.

Part II - That the Board of Education for the City of Hamilton approve the above relevant schedule for 1984-86 related to the modification of schools for disabled persons.

Prepared and submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

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Appendix D

Report on Grade 8 Students Deemed Exceptional by an Identification, Placement, and Review Committee

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REPORT ON GRADE 8 STUDENTS DEEMED EXCEPTIONAL

____
(Year Month Day)

From ______________________________ TO ______________________________
(Elementary School) (Secondary School)

Name of Student	Date of Birth	Comments on the Exceptionality

NOTE: This report on exceptional students should be forwarded directly to the receiving secondary school principal.

____
Elementary Principal's Signature

Appendix E

Guidelines for Special Education Students Attending Secondary Schools

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL EDUCATION DEPARTMENT

GUIDELINES FOR EXCEPTIONAL PUPILS ENTERING SECONDARY SCHOOL PROGRAMS

PREAMBLE

The following guidelines have been developed by the staff of the Special Education Department to assist teachers in secondary schools who will be working with exceptional secondary school students. As elementary exceptional students enter secondary programs, it has become apparent that the key factor in ensuring success for exceptional students is liaison between the teachers of the Elementary and Secondary Schools, and the Special Education Department staff. These guidelines are also applicable to elementary students who, while not deemed exceptional, have been receiving assistance from learning resource teachers and will require similar assistance at the secondary level. It should be noted, however, that these guidelines do not replace the procedures that must be followed relative to Identification, Placement and Review Committees.

It is the hope of the Special Education Department that these guidelines will provide guidance for secondary school educators concerned with the educational, social and emotional development of exceptional students.

ROLE OF THE FEEDER SCHOOLS (ELEMENTARY PANEL)

Initially, the principal and teachers of the students entering the secondary school program should make the parents and students aware of the assistance that is available at the secondary level.

The principal and teachers should at appropriate times:

(a) Contact the secondary schools concerned and make them aware of the special students who will be enrolling in their schools.

(b) Arrange a visit during the Spring term for the students and parents to the secondary school involved in order to acquaint them with the building and its facilities and also to intorudce the students to the various aspects of the curriculum and options. This would also provide an opportunity for the parents to meet the learning resource teacher who will be available for future consultation.

(c) Assist the student in completing the various option forms and other information sheets required by the secondary school. In order to ease the workload on the student, it may be necessary to develop a "tailored" timetable.

(d) Arrange a staff orientation session(s) at the secondary school in conjunction with the resource person. Such a meeting could involve the principal, guidance head and teachers who would be involved in teaching these students, as well as any other staff members who would wish to attend such a meeting. The purpose would be to provide insight into the many problems of the specific exceptionality.

(e) Initiate and sustain as necessary, on-going communication relative to the academic progress and adjustment of the student throughout the school year.

(f) Forward pertinent "file information" to the secondary school involved, to assist them in planning the program for the student.

THE ROLE OF THE LEARNING RESOURCE TEACHER

The learning resource teacher serves the exceptional student in the following capacities:

(a) Serving the teaching staff in a consultative role, interpreting the nature of exceptionalities, suggesting approaches and methods to be used, resolving problems, and thus, providing both general and specific support for students and teachers to assist the learning situation.

(b) Providdng regular tutoring assistance on an individual basis to students with exceptionalities.

(c) Providing monitoring of the educational and personal needs of students with exceptionalities on a regular basis.

(d) Providng liaison between these students and the teachers in their regular subjects, in matters of curriculum, methods, note-making, special projects, and general progress.

(e) Providing, where necessary, special monitoring during examination writing in any subjects(s) involved.

(f) Facilitating the movement and orientation of such students from grade to grade, and to further education or employment.

(g) Serving as a special liaison person for parents of these students in all pertinent matters related to their educational and personal progress.

RESPONSIBILITY OF THE STUDENT

The students in attendance at the secondary schools should be responsible to the resource teacher for such matters as:

(a) Problem relating to social, academic or program needs.

(b) Showing the resource teacher their notes and daily work.

(c) Problems relating to their rights as students.

(d) Specific problems related to their particular exceptionality.

CLASSROOM CONSIDERATIONS

The following are some general considerations related to exceptional students in a classroom. The classroom teacher is asked to:

(a) Recognize and accept the students as an integral part of the class.

(b) Establish realistic goals and expect them to meet the same standards of behaviour, promptness and courtesy as their classmates.

(c) Foster feelings of independence by giving them responsibilities.

(d) Recognize that while the student may require a degree of personal encouragement, they should not be allowed to use their exceptionality as an excuse for not completing their assignments.

(e) Recognize that these students have a specific exceptionality which must be taken into account when evaluating or assessing their difficulties.

(f) Establish and maintain contact with the resource teacher.

GENERAL SUGGESTIONS

The following are some helpful hints for teachers in dealing with exceptional students:

(a) Make sure that the student is mentally involved, not just watching. Ask questions to ensure that he/she is "tuned-in".

(b) Institute a "buddy system", if necessary. This will help in many subjects and activities to ensure he/she understands instructions and assignments.

(c) Establish and maintain contact with the parents, recognizing that many parents will provide the necessary assistance in guidance and encouragement.

(d) Put key vocabulary, topics, etc., on the blackboard to assist the student to stay "on track".

(e) Be continaully instilling into the student self-confidence, self-esteem and a feeling of success.

SPECIFIC INFORMATION RESOURCES

Any inquiries pertaining to specific exceptionalities should be communicated through the Special Education Consultant concerned to the Special

Education Department, Hamilton Board of Education. Other general information and literature can be obtained from the following sources:

- The Education Centre Library, with all its facilities.
- Teacher Manuals & Handbooks published by the Special Education Department.
- Curriculum Ideas for Teachers, published by the Ministry of Education.
- Not Alone, a resource booklet published by the Professional Development Committee, O.S.S.T.F.

Specific Help Charts

The following charts were developed to assist classroom teachers to obtain help, "at a glance", with a problem relating to a specific exceptionality. If further assistance is required, the problem should be discussed in detail with the resource person at the school.

EDUCABLE RETARDED

CLASSROOM ARRANGEMENTS	The student may be easily distracted and may wish to work at times in a quiet area.
INSTRUCTIONAL GUIDELINES	The Teacher should be aware of the following: (a) oral instructions may have to be simplified and repeated (b) written instructions and assignments may also have to be simplified (c) these students needs as much concrete materials as the subject matter allows (d) more immediate feedback may have to be provided (e) much reassurance is required (f) the steps of instruction may have to be broken down into smaller units (g) expectations as to rate and amount of "output" may have to be lowered (h) group work can be beneficial if the group and its task is structured so that this student is accpeted for what he/she can contribute.
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	(a) strategies for study may have to be taught (b) a buddy to help in note taking is often advisable (c) it can be a positive experience for a "good" student to be assigned as tutor to these students (d) he/she could be encouraged to tape lessons when new material is being presented.
SPECIFIC AREAS OF CONCERN	He/She learns at a slower rate and has usually experienced massive amounts of failure. As a result, he/she has developed a fragile self-concept and a fear of risk taking. Also learned are avoidance and manipulative techniques to prevent displaying lack of ability or knowledge. His/her misbehvaiour and resistance to instruction can often be better understood in that context.

GIFTED

RECOGNITION	Not all Gifted Students are happy, motivated high-achievers! Some students with gifted potential are presently: • underachieving • unmotivated • discipline problems • learning disabled • socially immature • low in self-esteem and/or self-concept. Don't discount these students. Observe carefully to determine the reasons behind such behaviours or characteristics.
INSTRUCTIONAL GUIDELINES	The term "gifted", by definition, implies ability to produce new ideas and information, not just absorb and reproduce existing knowledge. Therefore, the teacher should, wherever possible: (a) plan open-ended assignments, in which the student may pursue the assigned topic to a greater depth. (b) provide opportunities for independent investigation by the student in areas of personal interest in expertise. (c) provide opportunities for co-planning — teacher and student together — of what is to be studied. (d) consider having some specialized assignments for gifted students replace some elements of the regular curriculum. Gifted Programming is not simply more quantity. Work from a principle of "instead of" rather than "as well as".
EVALUATION	The teacher should: (a) not allow assignments done as part of a gifted program to result in a lower mark than the student would have received for the core curriculum only. (b) evaluate gifted program components using the same criteria specified for advanced level courses. (c) provide for some elements of co-evaluation -- teacher and student together -- so that evaluation itself becomes a learning device and not merely an assessment tool.
SPECIFIC AREA OF CONCERN	The teacher should not assume that a gifted student has all the skills necessary for independent investigation, creative production of new ideas and products, etc. Only the potential is there at the outset and the teacher is responisble for ensuring that skills in thinking, problem-solving, evaluating, reporting, etc. are present before allowing any student to proceed independently.

SPECIFIC LEARNING DISABILITIES

RECOGNITION	Learning disabilities are often a cluster of disorders rather than a simple weakness. While no two learning disabled students are alike nor do they display the same symptomology, it is possible to groups students with the same specific areas of weakness. Specific learning disabilities affect a far larger number of boys than girls.
INSTRUCTIONAL GUIDELINES	Teacher should: (a) be prepared to make allowances and prepare strategies and to allow for the student's disability during instructional periods. (b) be sensitive to the student's specific area(s) of weakness in order to program effectively. (c) check periodically with the student to ensure teacher/student communication and understanding. (d) assist the student in developing organization and self correction skills. (e) constantly keep in mind student self esteem, when dealing with the student in the classroom environment.
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	Availability of: (a) tape recorders (b) typewriters (c) listening centres (d) peer tutoring for note-taking, etc. (e) computers with appropriate software
SPECIFIC AREAS OF CONCERN	Learning disabilities affect a large number of our normal school population. It is unlikely that a teacher will spend several years in a classroom without knowingly or unknowingly encountering several such students. Some students will display behaviour that is impossible to ignore. Others will melt into the background and be forgotten. However, it is probable that both groups of students will be in acute need of assitance. Such assistance, may mean the difference between the student leading a normal or marginal life. Therefore, it is vital that teachers develop a sensitivity to the learning disabled student so that adequate programming can ensue.

BEHAVIOUR EXCEPTIONALITIES

RECOGNITION	There are two specific causes for disorders. The neurological imperfection of some students can determine specific behaviour disorders and the grossly distorted environmental situation can contribute immeasurably to behaviour disorders. An important point to remember is that the difficulty witnessed in these students is generally traceable to some root, aand that societal-institutional systems also create their own conditions which enhance disturbance. Keep in mind that often the conflict which creates emotionally disturbed students is one of values and socio-economic difference. The student usually comes to the attention of the school authorities only when he/she is successful at bringing this conflict out in the open.
INSTRUCTIONAL GUIDELINES	Teacher should: (a) provide immediate feedback reinforcement for accomplishing sub-tasks as steps to enhance self-esteem and accomplishment. (b) positively reinforce specified desirable behaviour regularly (c) establish definite and constent behavioural limits and expectations in cooperation with the students. (d) make available carrels when a need is established by the student or teacher (e) ensure that assignment success can be attained at each stage to avoid stress and anxiety. (f) arrange, if possible, for peer counselling. (g) encourage tolerance of other people's opinions through directed discussion.
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	Availability of: (a) physical activities (b) individual counselling time (c) peer counselling for social support (d) appropriate quiet areas for individual withdrawal
SPECIFIC AREAS OF CONCERNS	Students with behaviour exceptionalities usually experience failure, criticism, punishment, and almost no positive reinforcement. This resulting invasion and conflict with himself/herself manifests itself in the inability of the student to meet his/her needs for esteem and stature. The only way to achieve recognition becomes the route of behaviour which achieves attention, even if negative. Thus chances for normal acceptance are minimized. In concert with a failure to meet the expectations of the school system, there is often conflict at home and in the community. Thus the climate of the school and its philosophy affects student performance and behaviour significantly and has a powerful role to play in the student's life.

HARD OF HEARING

SEATING	Student should: (a) sit near you, yet not so close that he/she must look up to see your face. (b) sit so that he/she may see most of his/her classmates in order to speechread, eg. outside row, back to the window, second or third seat. (c) be encouraged to move to the best position.
INSTRUCTIONAL GUIDELINES	Teacher should: (a) face the class when speaking, but speak normally, hands away from the mouth to allow speechreading. (b) encourage classmates to stand where they can be seen when speaking in class. (c) encourage the student to let you know when he fails to understand what you have said. Then rephrase your statement using different words. (d) make sure the student in "clued and tuned-in" to the action in the class. (e) provide a blackboard outline of topic and key vocabulary. (f) if repeating an answer or question, rephrase the aforementioned so as to effect understanding. (g) summarize important points made in class discussions.
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	Availability of: (a) help in reading assignments to understand symbolism or themes of a particular story, thus enabling the student to know the content of the material. (b) assistance with vocabulary, speech, written language and concept ideas associated with language. (c) assistance in defining "key words" so the student can focus on the relevant material pertaining to a given subject. (d) the teacher to assume the role of counsellor as well as an instructor.
CARE AND UTILIZATION	Learning Resource Teacher should: (a) have alternate amplication units available and implement regular check ups on the student's aids. (b) have a supply of batteries available (c) check that the Hard-of-Hearing student is wearing his hearing aid daily. (d) advise and encourage yearly audiological assessments with subsequent reports forwarded to the Special Education Department.
SPECIFIC AREAS	Hard-of-Hearing students generally feel socially inadequate and often need much supportive help from their peers and teachers to make them feel they belong. Involve them in Physical Education and all other extra-curricular activities as much as possible.

LANGUAGE AND SPEECH

SEATING	Student should: (a) preferably sit near the area where the teacher is instructing. (b) during discussion groups, be placed where he/she can readily hear people. (c) be encouraged to move to the best position.
INSTRUCTIONAL GUIDELINES	The teacher should: (a) watch for signs of strain and fatigue during the day. (b) involve the communication impaired student in group activities and, if he/she is able, encourage him/her to verbalize and join with his/her peers.
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	The availability of: (a) taped stories, lectures, etc., which would be adventageous in some cases. (b) a room where these students could go and write or type their notes making use of special taping or dictaphone equipment. (c) a buddy to accompany the student in classes to explain materials and instructions.
SPECIFIC AREAS OF CONCERN	Students with language development delays and speech problems often feel socially inadequate and need much supportive help -- initially from teachers and secondly from their peers. Structured classroom situations which would encourage their active verbal participation would be extremely beneficial.

ORTHOPAEDICALLY HANDICAPPED

SEATING	Student should: (a) preferably sit near the door -- either front or back as this facilities entry and exit from the classroom. (b) during discussion groups, be placed where he can see and hear people using eye movements. (c) preferably attend a secondary school where elevator privileges could be arranged and provided.
INSTRUCTIONAL GUIDELINES	Teacher should: (a) watch for signs of strain and fatigue during the day. (b) involve the orthopaedically impaired student in group activities and if he is able, encourage him to verbalize and join with his peers. (c) ensure that the student uses the crutch clips if the chair is so equipped or places the crutches properly in the aisle so as not to cause a hazard for the other students. (d) allow the student to leave the class early if his next class is a distance away.
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	Availability of: (a) taped stories, lectures, etc., which would be advantageous in some cases. (b) a teacher who would take the orthopaedically handicapped for periods of physical education and allow the students to move freely on a mat or other equipment. (c) a room where these students could go and type their notes making use of special desks, typewriters, automatic page turners,... (d) a buddy to wheel the student from class to class and carry books if necessary. (e) a portable desk if the student is confined to a wheelchair.
CARE AND UTILIZATION OF PHYSCIAL AIDS	Learning Resource Teacher should: (a) from time to time, check to ensure that the wheelchair and other prosthetic devices are in good working order. (b) unless postural inserts are used, check periodically the child's posture in the wheelchair to ensure a 90 angle for his back and also that the legs are stabilized on the floor or wheelchair and not in a dangling position.
SPECIFIC AREAS	Help may be required for closthing removal on school arrival and putting on same at departure time. Washroom availability and assistance could be a major problem and will require careful attention. Assistance in the cafeteria may also be required for some students. Fire drill procedures must be carefully planned and executed. Once perfected, each student should have a copy of such procedures for quick reference.

LIMITED VISION

SEATING	Student should: (a) sit in the best possible place in order to comfortably see the blackboard. (b) be free to move in the room as various areas of the classroom are utilized during instructional periods.
INSTRUCTIONAL GUIDELINES	Teacher should: (a) accept brief notes in point form where possible and acceptable. (b) expect the students to complete their tests in the allotted time. However, it may be necessary in some cases to (1) allow them extra time (2) administer the test orally (c) assume he can do all things and if difficulty occurs, attempt to show him how to compensate for his handicap. (d) use buff-coloured chalk if possible, as it seems to be the easiest to read. (e) make sure that ditto copies, etc. are clear and easy to read (18 to 24 point type may be necessary in some cases)
POSSIBLE INSTRUCTIONAL SUPPLEMENTATION	Availability of: (a) lengthy reading assignments taped in advance. (b) help in reading assignments to understand symbolism, themes, and story content (c) text books available in large print. (d) the teacher to assume the role of counsellor as well as an instructor. (e) individualized instruction in some subjects such as math and science.
CARE AND UTILIZATION OF PHYSCIAL AIDS	Learning Resource Teacher should: (a) have extra magnifiers available. (b) watch that the students are wearing their glasses and note nay indication of eye strain and headaches. (c) check to see that typewriters, etc., are in good working order. (d) provide supplementary typing aides if necessary. (e) maintain a supply of buff-coloured paper.
SPECIFIC AREAS	Limited vision students often feel different because of their particular handicap. Group sessions with sighted peers would be helpful in alleviating any concern. Try and encourage physcial education activities in order to develop coordination and self-confidence. Many of these students have non-realistic goals and have to be carefully counselled so as not to become discouraged.

SPEECH CORRECTION

Although, problems pertaining to speech are not usually referred to as a physcial disability, it was felt that a brief statement pertaining to speech correction should be included in these guidelines. While no special seating, instructional guidelines or physical aids are required, the learning or resource teacher should be informed as to:

(a) the type and etiology of the speech problem
(b) the program of correction
(c) the progress made by the student

This would enable the learning or resource teacher to better assist the student in carrying out the assignments given by the speech correctionist. Since many of these students are very self-conscious regarding their handicap, they should be given every opportunity to improve their self-confidence. This can only be accomplished through encouragement and commendation by the principal and all staff members.

SUMMATION:

It is hope that as a result of these guidelines, on-going communication between the Special Education Department and the schools involved will be improved and maintained. Through our concerted efforts, these particular students will surely have a greater opportunity to advance their education and enhance their personal worth.

CA4 ON HBL W26
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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FIFTH ANNUAL REPORT

1987-1988

THE DEVELOPMENT OF COMPREHENSIVE SPECIAL EDUCATION PROGRAMS AND SERVICES

URBAN MUNICIPAL
APR 12 1988
GOVERNMENT DOCUMENTS

SPECIAL EDUCATION ANNUAL REVIEW
1987 - 1988

INTRODUCTION

The Fifth Annual Review of the official Board Plan was prepared by a steering committee composed of the following:

Peter Beveridge, Superintendent of Curriculum and Special Services Designate,
Fred Neumann, Administrative Assistant to the Director of Education,
Robert Adams, Supervisor of Special Education, and
Judith Bishop, Representative of Special Education Advisory Committee

The preparation of this Annual Review followed the Procedures for School Boards in the Preparation of a Report to the Ministry of Education on Special Education Programs and Services. In addition, suggestions made by the Regional Office of the Ministry of Education were taken into account.

The Fifth Annual Review was presented to the Special Education Advisory Committee for endorsement prior to its submission for approval to the Board of Education for the City of Hamilton.

SPECIAL EDUCATION ANNUAL REVIEW
1987 - 1988

PREAMBLE

The Board of Education for the City of Hamilton continues to ensure that all students have the opportunity of developing as completely as possible according to their individual abilities, aspirations and needs. The Special Education programs provided by the Hamilton Board are designed to meet the assessed needs/abilities of all students.

In Hamilton, the delivery model consists of a spectrum of educational opportunities supported by a variety and continuum of educational strategies, techniques, resources and support services provided in regular and special classes. These classes may be available within the student's neighbourhood school or at other locations.

SPECIAL SERVICES PROGRAM CHANGES

In order to better meet or adjust to changing needs of identified exceptional students and regular students experiencing learning difficulties, the following amendments have been made to existing programs:

- the reduction of a .5 teacher in the program for the hearing impaired
- an increase of 9 classes for students with specific learning disabilities
- the reduction of 7 classes for students identified as educable retarded
- the closure of Fairview School for the trainable retarded resulting in the overall reduction of 2 classes
- the relocation of 1 class for the trainable retarded (Vincent Massey)
- the relocation of 2 elementary satellite classes for the trainable retarded (Prince Philip)
- the relocation of 1 secondary satellite class for the trainable retarded (Sir Winston Churchill)
- the relocation of the 2 classes for the trainable retarded (developmentally handicapped) into one elementary school (Huntington Park)
- the addition of 7.0 elementary learning resource teachers
- the addition of 2 secondary learning resource teachers
- an increase in the number of teachers in the following Section 16 Community Facilities Programs
  - (i) Hamilton Wentworth Detention Centre - 2 teachers
  - (ii) Webber House - 1 teacher

- a decrease in the instructional time at the Robert Mac and Rygiel Home(s) since students previously confined to these facilities are now attending satellite programs for the trainable retarded
- the continual adjusting of programs for ESL/D students both in terms of class numbers and strategic system locations as follows:
  (i) elementary - 5.5 teachers to 6.5 teachers
  (ii) secondary - 1 teacher (6 lines) to 5 teachers (30 lines)
- the addition of 3 speech/language pathologists to bring the total complement to 5
- the addition of a Consultant responsible for the coordination of the learning resource teacher program and general inservice relative to exceptional students

CONCLUDING STATEMENT

It would appear that the modifications which have occurred during 1987-1988 have strengthened the range of services available to the system. The initiation of the process of assessment and modification of a student's program through the school based Diagnostic and Resource Team (DART) complements the role of the neighbourhood school as the focus for the delivery of special services.

ADDITIONAL INFORMATION

In addition to the above changes in the direct services to exceptional students and others with learning difficulties, the following reviews/surveys/appendices are attached for your information and further edification:

- Special Education Classes and Services 1987-1988 (Appendix 1)
- Growth and Decline of Special Education Programs and Services 1981-1988 (Appendix 2)
- Ministry of Education Analysis of May, 1987 and subsequent Board communication addressing identified concerns (Appendix 3)
- Review of the Gifted Program (elementary and secondary) (Appendix 4)
- Transportation Report (Appendix 5)
- Accessibility Report (Appendix 6)
- Operation Employability (Appendix 7)
- Review of DART Process - Intervention Model (Appendix 8)

APPENDIX I

Board of Education for the City of Hamilton
Special Education Classes & Services, 1987-88

MOUNTAIN ELEMENTARY SCHOOLS Classes for:	Buchanan Park	Cardinal Heights	C. B. Stirling	Chedoke	Comley	Eastmount Park	Fernwood Park	Franklin Road	George L. Armstrong	Hampton Heights	Holbrook	Holbrook (SAM)	Huntington Park	James MacDonald	Lawfield	Linden Park	Lisgar	Mountview	Norwood Park	Pauline Johnson	Peace Memorial	Queensdale	R.A. Riddell	Richard Beasley	Ridgemount	Seneca	Thornbrae	Vern Ames	Vincent Massey	Westview	Westwood	Westmount (Elem Prog)	Mountain Totals
Behavioural Students				1				2					2																				5
Autistic Students																															1		1
Auditorily Impaired Students										1												4											5
Students Needing Language and Speech Improvement						2											1									1							4
Students with Specific Learning Disabilities	1	1	1	2		1	1			1						1		1		1							1			1	2	1	16
Congregated Gifted Students							1			2						1														2	1		7
Students with General Learning Disabilities			1					1	1					1	1			1			1		1	1		2							11
Trainable Retarded				2									2			2	1									2							9
Physically Impaired Students											2						1																3
Students with Multiple Exceptionalities (Assessment)																																	0
Students who require ESL (.5 Classes-Full Time Teacher = 2 Classes)																1																	1

SECONDARY SCHOOLS	Hill Park	Sir J.A. Macdonald	Sir W. Churchill	Sherwood	Westdale	Westmount	Total
Congregated Gifted Students		1				1	2
Trainable Retarded	3		2		2		7
Physically Impaired Students		1		1			1
Students who require ESL (Lines/Classes)		30					30

SCHOOLS FOR THE TRAINABLE RETARDED

Vincent Massey - 12 classes

Note: The numbers on the chart indicate the number of classes in a given school.

APPENDIX

GROWTH and DECLINE of SPECIAL EDUCATION PROGRAMS and SERVICES SUMMARY -- 1981 - 1988

Programs/Services	1981	Growth/ Decline	1982	Growth/ Decline	1983	Growth/ Decline	1984	Growth/ Decline	1985	Growth/ Decline	1986	Growth/ Decline	1987	Growth/ Decline
Assessment	1	+1 BP	2	0	2	0	2	0	2	0	2	0	2	
Auditorily Impaired	6	0	6	-1 CO	5	0	5	+0.5 ME	5.5	0	5.5	-.5	5 ME	
Augmentative Communication Resource Teacher	1	0	1	0	1	0	1	0	1	0	1	0	1	
Autistic	0	0	0	0	0	+1 BP	1	0	1	0	1	0	1	
Behavioural Exceptionalities	6	0	6	0	6	0	6	0	7	0	7	0	7	
Community Facilities	13	-1 CO	12	+1 ME	13	0	13	+3 ME	16	+2	18	+1	19 ME	
English as a Second Language/Dialect	7	0	7	0	7	-1.5	5.5	-1	4.5	+1	5.5	+1	6.5ES=13 programs	
General Learning Disabilities	66	+2 BP	68	+2 BP	70	+1	72	-9 RA	63	-9 RA	54	-7	47 RA	
Gifted														
·Elementary Self-Contained	0	0	0	+4 RA	4	+4 RA	8	+4 RA	12	+2 AD	14	0	14	
·Secondary Self-Contained	0	0	0	0	0	0	0	0	0	+2	2	0	2 AD	
·Primary Learning Resource Teachers	0	0	0	+4 RA	4	0	4	0	4	0	4	0	4	
·Secondary Learning Resource Teachers	0	0	0	+1 BP	1	+1 BP	2	+2	4	0	4	0	4(FTE)	
Itinerant Teaching Service Elementary	2	0	2	0	2	0	2	0	2	0	2	0	2	
Speech and Language Impairment	4	0	4	0	4	0	4	+2 RA	6	0	6	0	6	
Learning Resource Teachers														
·Elementary	0	+3	3	+8	11	+9	20	+9	29	+10.5	39.5	+7.0	46.5 RA&AD	
·Secondary	2	0	2	+7.5	9.5	+2	11.5	+4	15.5	+2	17.5	+2.0	19.5 AD	
Orthopaedically Handicapped	6	-1 CO	5	0	5	0	5	-1 RA	4	0	4	0	4	
Resource Teacher for the Visually Impaired	1	0	1	0	1	0	1	0	1	0	1	0	1	
Specific Learning Disabilities	27	+2 BP	29	+2 BP	31	+2 BP +1 RA	34	+6 RA	40	+1 RA	41	+9	50 RA	
Speech Correction Teachers/Pathologists	8	0	7	0	8	0	8	0	8	-2	6	+2	8 RA	
Trainable Retarded	45	-2 RA	43	-4 RA	39	-1 RE	38	+2	39	-2 RA -1 RE	36	-2	34 RA	
TOTAL	196.0	+4	200.0	+24.5	224.5	+18.5	243.0	+21.5	264.5	+6.5	271	12.5	283.5	

Special Education Department	1981	Growth/ Decline	1982	Growth/ Decline	1983	Growth/ Decline	1984	Growth/ Decline	1985	Growth/ Decline	1986	Growth/ Decline	1987	Comments
Supervisor	1	0	1	0	1	0	1	0	1	0	1	0	1	
Consultants	4	+1 GF	5	0	5	0	5	0	5	+0.5ES	5.5	1.0	6.5	
Secretaries	3	0	3	0	3	0	3	0	3	+1	4	0	4	
TOTAL	8	+1	9	0	9	0	9	0	9	+1.5	10.5	1.0	11.5	

Support Personnel	1981	Growth/ Decline	1982	Growth/ Decline	1983	Growth/ Decline	1984	Growth/ Decline	1985	Growth/ Decline	1986	Growth/ Decline	1987
Community Liaison	-		-		.5		.5		1		1		1
Speech Pathologist	-		1		1		2		3		3	+2	5
Psychological Services													
•Supervisor	1		1		1		1		1		1		1
•Consultants	7		9		9		9		9		9	+1	10
TOTAL	8		10		11.5		12.5		14		14	+3	17
Adjustment:													
•Supervisor	1		1		1		1		1		1		1
•Staff Assistants	2		2		2		2		2		2		2
•Counsellors	12		12		12		11		11		10	+2	12
•Social Workers	1		1		1		2		4		4.5	+4	8.5
•SALEP	1		1		1		1		1		1		1
TOTAL	17		17		17		17		19		18.5	+6	24.5

Codes: AD - Additional / CO - Consolidation / GF - Gifted / RA - Reallocated / BP - Board Plan / ES - English as a Second Language / ME - Ministry of Education / RE - Retired

Ontario

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APPENDIX III

September 4, 1987

File Number MA 192-01
Numéro de dossier

SEP 10 1987

Mr. A. J. Krever
Director of Education
The Hamilton Board of Education
Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

Thank you for the 1987 report on the provision of special education programs and services, submitted recently by The Hamilton Board of Education. The following comments reflect the analysis of this report by the Special Education Review Committee of the Central Ontario Regional Office of the Ministry of Education.

The description of the board's delivery system and the outline of services to be provided appear to indicate ongoing compliance with the Education Act and those regulations pertinent to special education.

The Committee notes elements of particular quality within the overall report and commends the board for its continuing commitment to exceptional pupils through the provision of a wide range of programs and services in response to an ongoing analysis of needs.

A number of refinements in the delivery system are evident in the 1987 report. For example, service to exceptional pupils in the secondary panel is being extended by the addition of two congregated classes for gifted students; basic level mathematics

.../2

and English courses are being provided in all composite secondary schools; a class for physically-handicapped pupils is being re-located to an age-appropriate environment. The committee notes that the board's service delivery continues to emphasize early identification, curriculum differentation, shared responsibility, and school-based, resource-supported action. This is reflected in the early identification document appended to the report and in the amendment to provide educational assistants for pupils with special needs at the kindergarten level. In addition, it is noted that the board is increasing services to pupils with a communication exceptionality by the addition of two speech/language pathologists and is ensuring, by the addition of 2.5 staff, that each school has learning resource support services. Further, the proposed change in service to trainable retarded pupils extends placement options within local community schools while maintaining a range of services with the retention of one segregated school.

With reference to the documents appended to the report, the I.P.R.C. checklist and the related forms and letters reflect a systematic approach to tracking the identification, placement and review of exceptional pupils. These appear designed to ensure that individual pupil needs are addressed and that effective communication between professional staff and parents is maintained.

Further to the review of your report, The Ministry of Education refers two matters to the board for further consideration. In reviewing the data forms, it is noted that, as of January 30, 1987, no francophone pupils have been identified as exceptional; no pupils at the primary level have been identified as gifted; and the number of exceptional pupils in the secondary panel is significantly less, proportionately, then the number in the elementary panel. The ministry recognizes that the Learning Resources Program is available to pupils, including some who may not be identified as exceptional. However, a question remains as to whether all exceptional pupils are being so identified and, thereby, provided with the specificity and depth of programs or services required to meet their needs. Therefore, it is requested that the board re-examine its procedures for identification of exceptional pupils to ensure that all special learning needs are being appropriately met, in accordance with the intent of special education legislation.

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Secondly, it appears from the data reported that enrolment in some intermediate self-contained classes for pupils with specific learning disabilities exceeds the maximum, as specified in Regulation 262. It is understood that numbers in these classes have been augmented in conjunction with the partial integration of some pupils into mainstream programs. However, Regulation 262 stipulates a maximum enrolment of 8. Accordingly, the ministry requests that enrolment in these classes be examined further by the board, and that action be taken, if necessary, to ensure that the pupil-teacher ratio is in compliance with the regulation.

Mr. Collin Jutzi, Education Officer, would be pleased to meet with senior administrative staff of your board to clarify or elaborate on any aspect of the committee's analysis of your 1987 report.

On behalf of Sean Conway, Minister of Education, and the regional office staff, I wish to thank the board members, the Special Education Advisory Committee representatives, you and your staff, for the ongoing monitoring, assessment, and modification of special education programs and services designed to meet the identified needs of exceptional pupils within your jurisdiction.

Yours sincerely,

for J. F. Rees
Regional Director of Education

The Board of Education for the City of Hamilton

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ASSOCIATE SUPERINTENDENT OF
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1987 09 22

Mr. J. F. Rees
Regional Director of Education
Ontario Ministry of Education
2025 Sheppard Avenue East
Willowdale, Ontario M2J 1W4

Dear Mr. Rees:

Thank you for your letter of September 15, 1987, reflecting your analysis of the report on the provision of special education programs and services offered by the Board of Education for the City of Hamilton.

We do appreciate the interest and the thoroughness of the Special Education Review Committee of the Central Ontario Regional Office in reviewing the report. We are pleased with the commendation for our commitment to exceptional pupils in Hamilton. As you are aware, equal opportunity for atypical learners is a high priority within our system.

We note the two areas in your analysis outlined for further study and offer the following comments in response to your queries:

I . "no identified francophone exceptional pupils"

Currently there are six identified francophone students at Georges P. Vanier Secondary School who are being served by the learning resource teacher assigned to that school.

. "no pupils at the primary level identified as gifted ..."

While we endorse the importance of providing appropriate programs for Gifted primary pupils, we question the merit of labelling students at such a young age. Early indicators of advanced development such as precocious language development or advanced reading skills have been found to be poor predictors of later intellectual development. Also, many of the psychometric measures of intellectual ability do not provide adequate ranges for assessing students in the age range of 6 and 7 (i.e. WISC-R, McCarthy, K-ABC).

Therefore, we have elected to provide Gifted services for primary pupils by four Gifted Learning Resource Teachers who work directly with the pupils, teachers and parents and who provide a clustering program in defined city areas on a fairly regular basis, without formally labelling the students.

- "the number of exceptional pupils in the secondary level is significantly less, proportionately, than the number in the elementary level ..."

  Supporting a philosophy of integration, we are currently employing a continuum of strategies that allows us to provide support without deeming students with a lesser degree of disability as "exceptional"

  (i) the semester system of providing an educational program which allows for greater course flexibility, the ability to tailor a program to meet individual needs and the possibility of experiencing course success at the end of each semester period

  (ii) the existence of six designated vocational schools which provide excellent programs to meet the academic and vocational needs of the students in attendance.

  (iii) the impact of the learning resource teachers assigned to each secondary school

  (iv) the program modification that is being implemented by the regular teachers to meet the various learning styles of the students, and

  (v) the impact of OSIS as teachers and students adjust programs to accommodate its implications.

II "Maximum class size as specified in Regulation 262..."

Following the fall term Annual Reviews, all classes for pupils with specific learning disabilities will be in accordance with the maximum of 8, as stipulated in Regulation 262.

If further clarification is necessary, we would be most happy to discuss the same with Mr. Colin Jutzi at his convenience.

Yours sincerely,

Peter S Beveridge

Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

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NOV 2 1987

Ontario

Ministry of Education | Central Ontario Region
Ministère de l'Éducation | Centre de l'Ontario

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October 26, 1987

File Number SE-110
Numéro de dossier

Mr. Peter F. Beveridge
Associate Superintendent of
Curriculum and Special Services
The Board of Education for
The City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Mr. Beveridge:

Thank you for your letter of September 22, 1987, in response to the Special Education Review Committee's analysis of the board's 1987 Special Education Report.

I am pleased to note, in particular, that following the fall term annual reviews, all classes for pupils with specific learning disabilities will be in accordance with the maximum of eight, as stipulated in Regulation 262. Additionally, I note the board now has identified six francophone pupils who are being served by the learning resource teacher assigned to George P. Vanier Secondary School.

With regard to the provision of special education programs and services for gifted pupils, I appreciate the clarification confirming that bright children are receiving additional resources by four G.L.R. teachers on a fairly regular basis. The Ministry of Education concurs with your board's view that pupils in the primary division should not be labelled, but does not consider that identification is synonymous with labelling. It is reassuring that some services for gifted students are available for primary pupils and I trust that the Special Education Advisory Committee of your board will review these provisions, and make recommendations if warranted, as part of the Annual Review Process.

.../2

For your information, Ms. Rosemary Kennedy, who is responsible for liaison with your board for special education, will be contacting you soon after she commences her employment with the Ministry of Education on October 26, 1987. At that time, she would be pleased to discuss special education in the secondary panel or to elaborate on any other aspect of the Ministry's letter of response.

Again, thank you for your early response to the committee's analysis.

Yours sincerely,

J. F. Rees

J. F. Rees
Regional Director of Education

APPENDIX IV

100 Main Street West
Hamilton, Ontario
1988 01 20

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: REVIEW OF THE GIFTED PROGRAM

MANDATE

(a) That the Board officials authorize a review of its policies and procedures relative to the gifted program with specific reference to the report from the officials on Suggested Strategies for Review of the Gifted Program

(b) That such review be completed by December 31, 1987.

(Board Meeting 1987 05 14)

BRIEF OVERVIEW OF THE PRESENT PROGRAM

▪Kindergarten	• Individualized programming
▪Primary Division	• No formal identification for the Gifted in the Primary Division (reason: Letter to Ministry - Appendix I) • Gifted services provided by four Gifted Learning Resource Teachers (GLRTs) who work directly with the pupils, teachers and parents and provide a clustering program in defined city areas on a regular basis • Individual testing at the end of Grade 3
▪Junior Division	• Congregated Gifted classes in Grades 4,5
▪Middle Schools	• Grades 6, 7 and 8 are also congregated. Students receive instruction from teachers of the gifted and subject specialists.
▪Secondary Schools	• Every Composite Secondary School has a GLRT. Additionally, two Composite Secondary Schools have operated congregated Gifted classes: .Westmount, Grades 9 and 10 .Sir John A. Macdonald, Grade 10

RATIONALE FOR CHANGE

•General Concerns:

1. Elementary Program

(a) **The insularity of the Gifted classes.**
Students are restricted to the same group for a considerable period of time. A student might possibly stay in one class from Grade 4 to Grade 10 with little rotation of new or additional students into that class.

(b) **The generality of the Gifted classes.**
The question has been raised whether one teacher can offer instruction to gifted students across a variety of subject areas at a depth commensurate with the diverse abilities of these students.

(c) **The homogeneity and exclusiveness of the Gifted classes.**
Not all students attain high scores and an even profile across a variety of subject areas. Some students, for example, show exceptional strength in Mathematics but may display average or indeed below average ability in English, History, Geography or Science. These students do not qualify for access to segregated Gifted classes and, in the opinion of some parents, are not adequately served in the regular classroom.

2. Secondary Program

The pattern that has emerged from the program selection by secondary students has shown us that, in special circumstances, congregated classes for the Gifted may be viable. Generally, however, these students require separation and differentiation of subject material based on the profile of each individual student's abilities and interests.

GENERAL FINDINGS OF THE COMMITTEE TO REVIEW THE GIFTED PROGRAM

▪Kindergarten	• no change required
▪Primary Division	• no change required
▪Junior Division	• needs: .core curriculum specified .specific teaching strategies identified
▪Middle Schools	• concern re .drop out rate from Gifted program .higher drop out rate from Gifted program by female students
▪Secondary Schools	• concern re .enrolment numbers in congregated Gifted classes .subject-specific giftedness

CONCLUSIONS

In the Elementary panel, our research now indicates that parents are reasonably content with Gifted programs in the primary/junior division. Our experience as educators, however, has led us to broaden the concept of Giftedness, namely that Giftedness represents the unique combination of a student's intellectual ability within one or more recognized areas of achievement.

In the Middle School, the congregated Gifted class concept in specific subject areas has proven valuable and is now ready for expansion

In the Secondary panel, it would appear that gifted students no longer wish to be considered "generally gifted", but rather specifically competent in the subject area(s) of their choice.

SUMMARY OF RECOMMENDATIONS of the COMMITTEE TO REVIEW THE GIFTED PROGRAM

▪Kindergarten	Teacher modification of program will continue to address individual needs.
▪Primary Division	•That no formal testing be conducted to identify gifted students for programming in the primary division. •That the primary Gifted program continue in its present form which includes withdrawal and program modification •That mini-clusters be formed within schools or families of schools for program enhancement. •That major clusters of about 40 students from across the city participate in a yearly 'Special Event'. (e.g. Drama, Mathematics, Visual Arts) •That transportation be provided for students participating in the major cluster events.
▪Junior Division	•That students will be identified as "gifted", using the short form of the WISC-R; those students obtaining a score of 125 or above go on to final selection by means of the full WISC-R and other tests. •That for students identified as "Gifted", the congregated gifted program offered by the Hamilton Board of Education be recommended. •That the curriculum for congregated gifted classes be specified. •That those students whose parents reject placement in congregated classes continue in regular classroom settings. •That those students so identified as "exceptional", program and placement will be annually reviewed, as required by legislation.

▪Middle School	• That the Gifted program be congregated in Math, English, Geography and History (Social Studies/Grade VI) and Science. • That integration of gifted students into the mainstream of student programming should be attempted wherever practical. • That consideration be given to integrating a small number of 'bright' and non-identified students into the congregated gifted classes in specific subject areas for certain blocks of time. • That consideration be given to additional in-service for both teachers of the Gifted and regular teachers who program for integrated gifted students.
▪Secondary Schools	• That the GLRT program be continued but with renewed emphasis on the role of the GLRT: as one who acts as a facilitator to gifted students and their teachers in order to better integrate these students into their specific subject area programs with a minimum or no withdrawal from the regular classrooms. • That congregated classes be offered only at Westmount Secondary School. .Gifted - Grades 9 and 10 (4 classes) .Enhanced - Grades 11 and 12 • That programs for gifted students in the congregated setting be so designed that they may choose all or some subjects as congregated. • That the OAC level courses for the Gifted are completely integrated into the mainstream of regular programming.

Other Recommendations

That the present Committee to review the Gifted Program be maintained in order to monitor the progress of present change and investigate future directions.

Report submitted by:

Committee to Study Gifted Education:

Chairman: Peter S. Beveridge, Superintendent of Curriculum and Special & Educational Services (Designate)

Gifted Consultant:	John Henry
Psycho-Educational Consultant for the Gifted:	Cynthia Wilkinson
SEAC:	Judy Masters
Headmasters:	Andy Robertson
Middle School Principal:	Bruce Wallace
Junior School Principal:	Diane Cole
Primary/Junior Supervisor:	Barbara Howard
Area Superintendent:	Jim Forrester
Supervisor of Psychological Services:	Dr. Colin Pryor
Supervisor of Research Services:	Owen Jackson
Supervisor of Special Education:	Bob Adams
Administrative Assistant:	Fred Neumann

Approved by: A. J. Krever, Director of Education and Secretary

SUB-COMMITTEE REPORT ON TRANSPORTATION

PREAMBLE

In order to promote a more effective transportation service for the school system, current practices have been reviewed, resulting in a number of practical suggestions which should service students and staff in a more efficient manner, and further complement the comprehensive educational program of the Board.

The sub-committee recognizes that transportation plays an important and integral part in the school day of special education students who are provided with transportation by the Board. Further communication between the transportation officer, carriers, parents and schools serves to promote the goals implicit in the preamble.

A survey was sent to all schools in January, 1987. As a result of this survey, and with additional study, the sub-committee made the following recommendations:

1. TRANSPORTATION MONITOR

That each school principal is asked to designate annually a transportation monitor(s), whose name(s) will be sent to the Transportation Officer. It is expected that the monitor shall:

1. Monitor the departure and arrival of students being transported, to insure that practices recommended by the Board are followed, checking any deviations from the Board's Regulations Pertaining to Drivers and Vehicles, and ensuring that each driver has a Student Transportation Sheet, and the General Information Sheet for Drivers.

   The following groups of exceptional students must be met:

   - trainable retarded
   - developmentally handicapped
   - orthopaedically handicapped
   - autistic
   - behaviour exceptionalities
   - visually impaired
   - assessment

   except where this would conflict with specific goals set for the student.

2. Ensure that students arrive on school property after 8:30, and arrive in class before the commencement of their program.

3. Be responsible for a current list giving the students' general pick-up and drop-off times, with carrier's name and number, and making this list accessible to appropriate staff.

4. Be responsible for a list of emergency procedures to be followed for each student who is transported i.e. in the event of school closure from inclement weather or sickness.

5. Report immediately serious problems to the principal and the Transportation Officer.

6. Report monthly to the Transportation Officer of any consistent problem by carrier name and number in arrival and departure procedures.

2. IN-SERVICE OF MONITORS

That in-service training be provided annually to all transportation monitors, which would include:

- The role of the Transportation Officer
- The role of the transportation monitor
- The Board's expectations of service from Carriers
- Regulations Pertaining to Drivers and Carriers
- General Information Sheet to Drivers
- The Student Transportation Sheet

3. IN-SERVICE OF CARRIERS

That in-service training be provided by Board Personnel annually to all carriers. It is expected that all managers will participate in this in-service in order that a more efficient and effective service is developed. In-service would include:

- The role of the Transportation Officer
- The Board's expectations of service from Carriers
- Regulations Pertaining to Drivers and Carriers
- General Information Sheet to Drivers
- The Student Transportation Sheet

4. REGULATIONS PERTAINING TO DRIVERS AND CARRIERS

That existing regulations pertaining to drivers and carriers be awarded to include:

1. Add to Regulation 2 and that all wheel chair vehicles have closures'.

2. Add an additional clause:

   That Carriers ensure that each of their drivers working for the Board of Education for the City of Hamilton have a copy of the above Regulations.

5. STUDENT TRANSPORTATION SHEET

Procedures be developed so that the Student Transportation Sheet be kept up to date both on an annual basis, and as new students are declared exceptional. A list of students declared exceptional and requiring transportation should be sent to the Transportation Officer after each System Identification, Placement and Review Committee.

6. ANNUAL REPORT

That the Transportation Officer prepare an annual report and that this be shared for information with the Special Education Advisory Committee (SEAC).

100 Main Street West
Hamilton, Ontario L8N 3L1
1987 10 28

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Report of the Sub-Committee on Accessibility
October, 1987

BACKGROUND

The committee was established in October, 1986 by the Special Education Advisory Committee of the Board "to examine accessibility of schools in the Hamilton system" (page 7, 1986 10 30 Minutes of the Special Education Advisory Committee).

It was agreed that an overriding aim in discussing policy should be the maintenance of a stable peer group for a disabled student(s) as s/he progresses through the grades. So, wherever possible, the Board should strive to keep students in their neighbourhood school. The goals the committee, therefore, set itself were to consider policy in relation to the existing schools designated for the handicapped, schools that have degrees of accessibility and schools that will never be fully accessible to students in wheelchairs.

The committee, to meet these tasks, has reviewed:
- the Amended Building Codes 1986
- relevant By-Laws as they relate to the disabled
- the present Designated Schools and considered, along with Mr. Singer, further schools to be designated
- the Board's fire procedures relating to the disabled and met with a representative from the Hamilton Fire Department
- possible alternatives to increasing accessibility
- planning for accommodation and met with the Chairman of the Accommodation Committee

A questionnaire was developed for disabled employees.

The sub-committee found that in 1987, there were disabled students in 38 elementary schools, 10 composite secondary schools, 4 vocational schools and 2 trainable retarded schools -- more schools than are Designated Schools for the Handicapped. So, already there are students who are disabled in schools which are not designated for the handicapped. Policy needs to be further developed to meet the varying needs of disabled students within Hamilton's existing buildings in the most flexible manner possible.

Recommendations are centred around accessible schools, future building, fire policy, the gathering of further information and the needs of disabled staff.

ACCESSIBLE SCHOOLS

The present schools of the Board are either built at one level, are split level, are split level with stairs, have stairs, or have stairs and an elevator.

The committee sees the need to establish four categories of schools -- categories A, B, C and D.

Category A Schools are defined as schools which can be made fully accessible to all those with disabilities, including those in wheelchairs. These schools are built on one level or have stairs and an elevator. They could, with appropriate modifications, be able to meet the requirements of accessibility as listed in the Ministry of Education Handbook on Accommodation for Disabled students (see Appendix 1), as well as providing a ramp, if necessary, to the playground. These will be the most accessible schools of the Board.

Category B Schools are schools in which the majority of their facilities can be made accessible to those in wheelchairs, but have sections that are never going to be accessible. It is envisaged that Category A and B schools are schools that can accommodate groups of students in wheelchairs.

Category C Schools are schools that are split level or with several storeys but no elevator, which could be made accessible with the use of a lifting device, and meet, with appropriate modifications, the requirements of accessibility as listed in Appendix 1. Some of these schools may be important links between Category A and B junior and secondary schools. It is envisaged that individual students in wheelchairs could be accommodated in Category C schools.

Category D Schools are schools that have entrances which are unsuitable for ramping, have more than two storeys without elevators, and have washrooms which are on one floor only. They are inaccessible to students in wheelchairs.

All categories of schools are listed, with the barriers in Category B schools noted, in Appendix 2.

It is therefore recommended:

1. That Category A and B school be upgraded to meet the Ministry of Education suggested requirements for disabled students through a three year Board plan which takes into account necessary financial arrangements.

2. That Category C schools have an additional two year time frame for upgrading. Where necessary, appropriate lifting devices may be purchased by the Board to extend the accessibility of these schools.

3. That whenever a disabled, but not wheelchair bound, child from within the catchment area of a Category D schools is presented for enrolment at the school, there be consultation with the parent, principal, appropriate therapist and consultant to discuss the students' intellectual needs, physical capacities and the barriers of the school.

Information Concerning Accessible Schools

The committee agreed that it was important for those concerned with disabled students - parents and educators - to be able to make informed plans. Plans for parents might involve the relocation of the family near to accessible schooling appropriate for their child's needs.

It is therefore recommended:

4. That a current list of the major school physical barriers, by school area, be prepared by the Building Administrator on a regular basis, to be shared with:
   - concerned parents
   - special education department
   - principals
   - area superintendents
   - consultants
   - counsellors
   - SEAC

   The Ministry of Education checklist (see Appendix 1) will be used to compile information about Category A, B, and C schools.

NEW SCHOOLS, ADDITIONS, RENOVATIONS

When additions, new buildings and major renovations are being considered by the Board, the committee recommends that the Building Department may consult with and use appropriate available specialized resources relating to accessibility issues. The primary goals is to provide accessible schools. When additions to existing buildings are being considered where there is, or will be, more than one floor, stairs should be built bearing in mind their suitability for use by a lifting device. If this would not be appropriate, then another means of movement for a disabled person in a wheelchair from floor to floor, be considered. When new schools are being built, consideration should be given to plans of one floor only with ramped changes of levels.

It is therefore recommended:

5. That in the provision of new buildings, additions and renovations, the Board will strive to meet the Ministry of Education's suggested requirements for disabled students as listed in Appendix 1.

FIRE PROCEDURES AND THE DISABLED

As disabled persons are present in 54 of the Board's schools, it is important that school fire procedures take into account their special requirements.

It is therefore recommended:

6. **The school fire procedures for disabled persons be amended so that local conditions and particular disabilities and needs can be properly addressed:**

   .Each school with disabled persons will develop its own school evacuation plan in consultation with the Fire Department's School Liaison Officer.

   .The disabled person's therapist, appointed through Home Care, be involved in the planning.

   .Each year a list of schools that will be housing disabled persons in September be sent to the Fire Department School Liaison Officer in June so that fire plans can be checked and revised.

   .The Board take legal advice on the question of able bodied students or staff helping disabled persons in a fire alarm situation, and that parents be informed if their children have been asked to assist disabled persons during an emergency.

   .The parents of disabled students be informed of the evacuation procedures in the school their child is attending.

   .The Board purchase a suitable evacuation device where circumstances deem it necessary for fire evacuation plans in any school on the recommendations for the Schools' Fire Prevention Officer and the student's Home Care Worker.

LONG TERM PLANNING

There is a need to track physically handicapped students in the system to plan for adequate accommodation needs for them, particularly at the middle and secondary levels.

It is therefore recommended:

7. **That there be an annual collection of statistics of disabled persons within the system to be presented for information to SEAC and the implementation of a tracking mechanism.**

DISABLED STAFF

Finally, the committee recognizes that staff also have accessibility difficulties.

It is therefore recommended:

8. That this report be shared with the teachers' federations and other staff associations, indicating that staff should pursue accessibility difficulties with the Affirmative Action Co-ordinator.

SUMMARY OF RECOMMENDATIONS

ACCESSIBLE SCHOOLS

1. That Category A and B schools be upgraded to meet the Ministry of Education suggested requirements for disabled students through a three year Board plan which takes into account necessary financial arrangements.

2. That Category C schools have an additional two year time frame for upgrading. Where necessary, appropriate lifting devices may be purchased by the Board to extend the accessibility of these schools.

3. That whenever a disabled, but not wheelchair bound, child from within the catchment area of a Category D school is presented for enrolment at the school there be consultation with the parent, principal, appropriate therapist and consultant to discuss the student's intellectual needs, physical capacities and the barriers of the school.

4. That a current list of the major school physical barriers, by school area, be prepared by the Building Administrator on a regular basis, to be shared with:
   - concerned parents
   - special education department
   - principals
   - area superintendents
   - consultants
   - SEAC

   The Ministry of Education checklist (see Appendix 1) will be used to compile information about Category A, B, and C schools.

NEW SCHOOLS, ADDITIONS, RENOVATIONS

5. That in the provision of new buildings, additions and renovations, the Board will strive to meet the Ministry of Education's suggested requirements for disabled students as listed in Appendix 1.

FIRE PROCEDURES AND THE DISABLED

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.The parents of disabled students be informed of the evacuation procedures in the school their child is attending.

.The Board purchase a suitable evacuation device where circumstances deem it necessary for fire evacuation plans in any school on the recommendations for the Schools' Fire Prevention Officer and the student's Home Care Worker.

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DISABLED STAFF

8. That this report be shared with the teachers' federations and other staff associations, indicating that staff should pursue accessibility difficulties with the Affirmative Action Co-ordinator.

Respectfully submitted:

Trustees M. Baskin and R. Van Horne
J. Masters
N. Dalziel
J. Bishop
P. Beveridge
J. Singer
T. Fulton/F. Neumann
L. Sproule-Jones

OPERATION EMPLOYABILITY

PREAMBLE

This project is an innovative partnership between education and the community. Its aim is to "open the door" for handicapped adolescents (mental and/or physical) and allows them to experience work station placements with various employers.

CURRENT STATUS

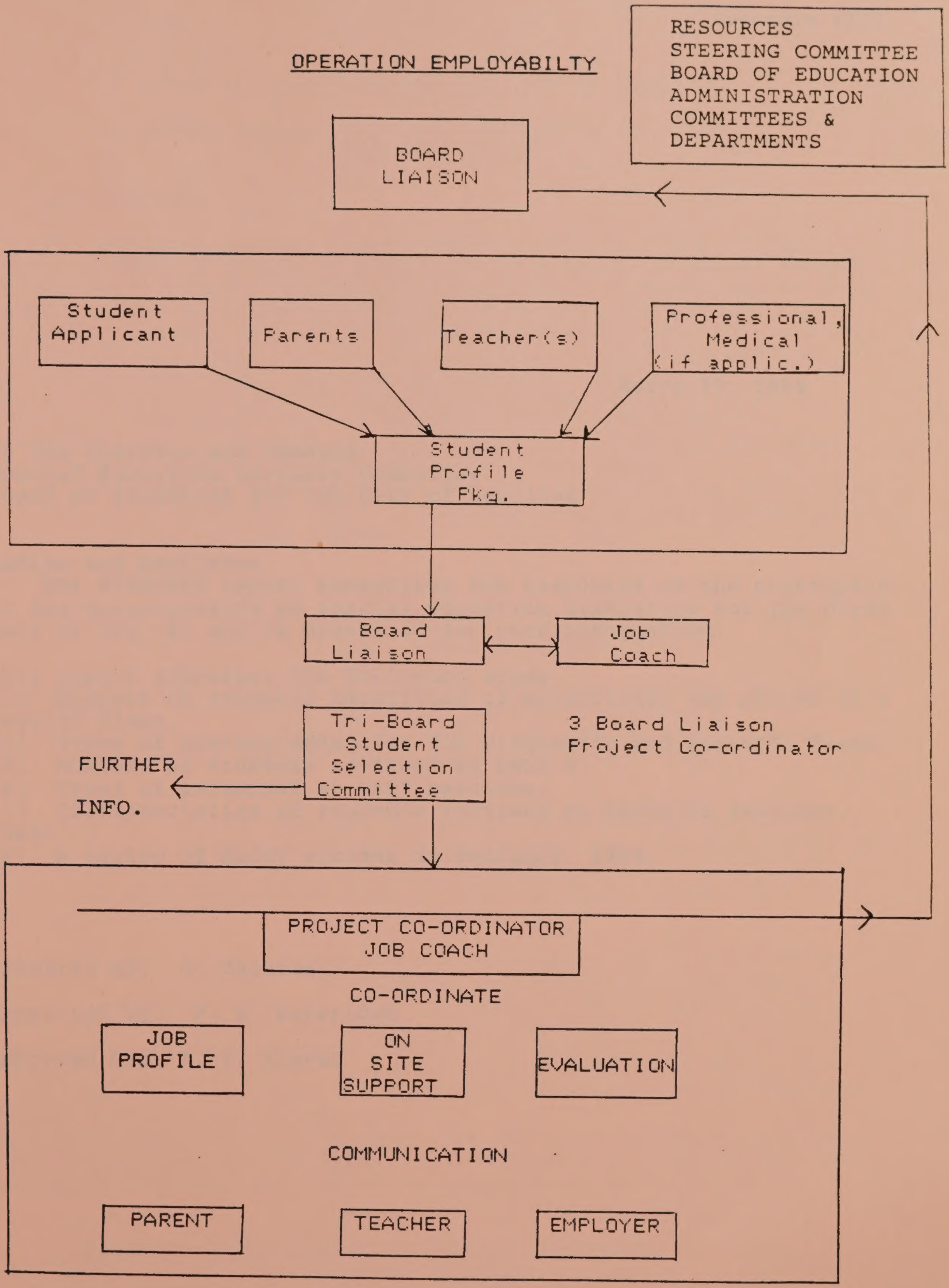
The Board of Education for the City of Hamilton, in co-operation with the Wentworth County Board and the Separate School Board, has addressed the implementation of this project through a grant from Canada Employment and Immigration by allowing for the hiring of three personnel (job coaches). Currently, one job coach is assigned to each of the three aforementioned Boards of Education. Of the 18 students participating in this program, seven are students from within the Hamilton programs. The job coach, Miss Susan Holden, is supported in her assignment by teachers and Special Education Department personnel in conjunction with the Co-operative Education Department.

FUTURE DIRECTIONS

The program is being carefully monitored by all personnel currently involved and will be independently evaluated by the Social Planning and Research Council. At the conclusion of this review, the program's future directions will be decided.

1988 03 03

OPERATION EMPLOYABILTY


RESOURCES
STEERING COMMITTEE
BOARD OF EDUCATION
ADMINISTRATION
COMMITTEES &
DEPARTMENTS
BOARD LIAISON
Student Applicant
Parents
Teacher(s)
Professional, Medical (if applic.)
Student Profile Pkg.
Board Liaison
Job Coach
Tri-Board Student Selection Committee
3 Board Liaison
Project Co-ordinator
FURTHER INFO.
PROJECT CO-ORDINATOR
JOB COACH
CO-ORDINATE
JOB PROFILE
ON SITE SUPPORT
EVALUATION
COMMUNICATION
PARENT
TEACHER
EMPLOYER

March 15, 1988

To the Chairman and Members
Special Education Advisory Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen

The attached report summarizes the responses of the principals to the questionnaire on special education statistics for the first half of 1987-88 and is presented for your information.

This report addresses the following areas:
(1) Numbers of students identified as exceptional and placed in a regular class;
(2) Types of meeting schedules for Diagnostic and Resource Teams;
(3) Numbers of students reviewed by DART's.
(4) Types of personnel at DART meetings;
(5) Characteristics of students reviewed by DARTs in February, 1988;
(6) A review of buddy systems in February, 1988.

Prepared by: O. Jackson

Submitted by: P. S. Beveridge

Approved by: A. J. Krever

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ANNUAL REVIEW OF SPECIAL EDUCATION SERVICES
FEBRUARY, 1988

1: INTRODUCTION

. For the past several years, the Ministry of Education has required Ontario boards of education to prepare an annual review of special education programs and enrolments. These reports have permitted the Ministry to examine, in detail, the progress of their initiatives for the provision of special education services throughout the province. To assist with the Ministry review, and to provide additional information for their own review, the Special Education Advisory Committee of the Hamilton Board of Education requested that the Research Department prepare a questionnaire to examine special education statistics for this board and to report the findings to the committee.

A questionnaire was designed and circulated to all elementary principals in February, 1988. The responses to this questionnaire form the basis of this report.

2: THE FINDINGS

Question 1: To ensure that all schools filed a report, question 1 requested principals to report their school name.

COMMENT: Sixty-nine schools were requested to provide input into this survey. Of this group, 66 schools had returned a questionnaire to the Education Centre in time to have results incorporated into this review. (Response rate = 96%)

Question 2: Please indicate the number of students who are identified as exceptional according to Ministry regulations by an Identification Placement and Review Committee and are currently receiving their education (50% or more of their class time) in a regular program.

COMMENT: The table of results for this question is provided on page 2 of this report. In summary, it should be noted that 446 students were reported in this category by the 66 principals. Three schools had not submitted their reports in time to have their data included in this report. If the data for those 3 schools is consistent with the 66 schools submitting data, we might expect 466 students to have been identified by an IPRC and placed in the regular program.

On January 29, 1988, there were 1275 students in elementary self-contained programs. In total, 1721 students or 7.0% of the total enrolment had been identified as exceptional by an I.P.R.C.

SUMMARY OF ENROLMENTS IN SPECIAL EDUCATION PROGRAMS
JANUARY 29, 1988

TOTAL SELF-CONTAINED PROGRAMS	1275	(74%)
IPRC and in REGULAR PROGRAM	446	(26%)
TOTAL IPRC'd as SP.ED.	1721	(100%)

Question 2: Please indicate the number of students who are identified as exceptional according to Ministry regulations by an IPRC and are currently receiving their education (50% or more of their class time) in a regular program class.

STUDENT ATTENDG REGULAR CLASSES IDENTFD AS...	NUMBER AND PERCENT OF STUDENTS IDENTIFIED AS SPECIAL EDUCATION AND PLACED IN A REGULAR CLASS									
	KGN	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	TTL
BEHVRL	0.0%	0.0%	6 54.5%	0.0%	0.0%	0.0%	2 18.2%	3 27.3%	0.0%	11 100.0%
AUDTRY	1 50.0%	0.0%	0.0%	0.0%	0.0%	1 50.0%	0.0%	0.0%	0.0%	2 100.0%
AUTSTC	0.0%	0.0%	0.0%	1 100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1 100.0%
S.L.D.	1 0.3%	7 2.2%	16 5.1%	23 7.3%	32 10.2%	68 21.6%	77 24.4%	63 20.0%	28 8.9%	315 100.0%
SP & L	2 10.5%	1 5.3%	8 42.1%	2 10.5%	2 10.5%	2 10.5%	1 5.3%	1 5.3%	0.0%	19 100.0%
G.L.D.	0.0%	2 2.8%	2 2.8%	7 9.7%	10 13.9%	10 13.9%	18 25.0%	16 22.2%	7 9.7%	72 100.0%
GIFTED	0.0%	0.0%	0.0%	1 8.3%	4 33.3%	3 25.0%	2 16.7%	0.0%	2 16.7%	12 100.0%
T.R.										NIL
PH HCP	0.0%	2 33.3%	1 16.7%	1 16.7%	0.0%	1 16.7%	0.0%	0.0%	1 16.7%	6 100.0%
VIS HCP	0.0%	0.0%	1 100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1 100.0%
MULTPLE	2 28.6%	0.0%	1 14.3%	1 14.3%	0.0%	0.0%	2 28.6%	1 14.3%	0.0%	7 100.0%
TOTAL	6 1.3%	12 2.7%	35 7.8%	36 8.1%	48 10.8%	85 19.1%	102 22.9%	84 18.8%	38 8.5%	446 100.0%

COMMENT FOR QUESTION 2
It should be noted that 315 (71%) of the IPRC students placed in regular program classes are S.L.D. students. An additional 72 (16%) are G.L.D. students.

Question 3: What type of meeting schedule does your school Diagnostic And Resource Team hold?

	NO. OF RESPONSES	PERCENT OF TOTAL
ROUTINELY, ONCE PER WEEK OR MORE OFTEN	8	12%
ROUTINELY, ONCE EVERY TWO WEEKS	18	27%
ROUTINELY, ONCE OR TWICE PER MONTH	31	47%
ON AN IRREGULAR BASIS ACCORDING TO NEED	9	14%
TOTAL RESPONSES	66	100%

COMMENT FOR QUESTION 3

Some principals answered in more than one box for this question. These principals indicated that they meet on a routine basis and, as well, they also meet on an irregular basis according to need. (These schools were counted in the "ROUTINELY" sections.

Question 4: How many students from your school were reviewed by DARTs from September 1, 1987, to January 30, 1988.

Notes

(1) Initial review refers to the first time a student was reviewed by a DART between September 1, 1987, and January 30, 1988.

(2) Subsequent review implies a follow-up review for any student who had been previously reviewed. It is possible for the same student to be reported several times in this category.

	NUMBER OF STUDENTS	TOTAL SCHOOL ENROLMENT	PERCENT
INITIAL DART REVIEW	1978	24,300 *	8.1%
SUBSEQUENT DART REVIEW	1050	24,300 *	4.3%
TOTAL DART REVIEWS	3028	24,300 *	12.4%

* September 30, 1987 total enrolment was 24,741.

COMMENT: Total school enrolment is the enrolment of September 30, 1987: 24,300 excludes three schools not submitting a report. Frequency tabulations of the responses to this question are provided on the next page. Please note that the relationship between the work load of DART teams for September 1 to January 31 and the total year is not established. It should also be noted that statistics for this section count the number of DART reviews, not the number of students being reviewed. (Some students could have received several reviews within this time frame).

Question 3 (continued)

NUMBER OF DART CASES REVIEWED BY RESPONDING SCHOOLS
SEPTEMBER 1, 1987, TO JANUARY 30, 1988

NUMBER OF CASES	DARTS INITIAL REVIEWS	PERCENT OF TOTAL	DARTS SUBSEQUENT REVIEWS	PERCENT OF TOTAL
0 - 10	9	14%	32	48%
11 - 20	15	23%	21	32%
21 - 30	19	29%	7	11%
31 - 40	11	17%	2	3%
41 - 50	3	5%		
51 - 60	3	5%		
61 and above	6	9%	4	6%
TOTAL	66	100%	66	100%

PERCENT OF SCHOOL ENROLMENT REVIEWED BY SCHOOL DARTS
SEPTEMBER 1, 1987, TO JANUARY 30, 1988

PERCENT OF ENROLMENT "darted"	DARTS INITIAL REVIEWS	PERCENT OF TOTAL	DARTS SUBSEQUENT REVIEWS	PERCENT OF TOTAL
0% - 5%	19	29%	48	72%
6% - 10%	29	43%	9	14%
11% - 15%	9	14%	6	9%
16% - 20%	5	8%	1	2%
21% and above	4	6%	2	3%
TOTAL	66	100%	66	100%

Question 5: Please check the staff composition of the DARTs for your school.

```
STAFF...
PRESENT ONLY WHEN INVITED BY THE PRINCIPAL -------------------+
ALWAYS PRESENT --------------------------------------+        |
USUALLY BUT NOT ALWAYS PRESENT ---------------+      |        |
SELDOM OR NEVER PRESENT --------------+       |      |        |
STAFF NOT AVAILABLE ----------+       |       |      |        |
                              |       |       |      |        |
------------------------------|-------|-------|------|--------|----
```

TYPES OF STAFF	N.A.	S	U	A	I
SCHOOL PRINCIPAL			9%	91%	
SCHOOL VICE-PRINCIPAL	69%		7%	24%	
LEARNING RESOURCE TCHR			2%	98%	
TEACHER OF THE STUDENT		5%	2%	92%	1%
"RECEIVING" SP. ED. TCHR	12%	8%	12%	41%	27%
SCHOOL GUIDANCE COUNSELLOR	66%	5%	4%	18%	7%
SP. ED. CONSULTANT		14%	31%	14%	41%
AREA PRIMARY CONSULTANT.	8%	16%	13%	8%	56%
SCHOOL PSYCHOLOGIST		8%	20%	30%	42%
ADJUSTMENT COUNSELLOR		9%	20%	17%	49%
SCHOOL NURSE	3%	28%	9%	6%	53%
PARENTS	2%	29%	12%	2%	55%
OTHERS (23 cases)	4%	4%	4%	43%	43%

COMMENT FOR QUESTION 5

Staff most frequently attending Dart Reviews are:

Learning Resource Teachers;
School Principals;
Teacher of the Student.

Question 6: For the 4 weeks of February 2 to February 26, please complete the following table listing the DART cases reviewed in your school. Please note that S1 refers to the first subsequest review (as defined in question 4) and S2 refers to any review after the first subsequent review.

Many responses from the schools ommitted data for some students. For this reason, none of the sections below tally with the total number of students reported. The actual total included for the four weeks of February was 551 students.

RESPONSES BY SECTION

MALE 355 (68%) FEMALE 167 (32%) TOTAL 522 (100%)

PRESENT GRADE	TOTAL ENROLMENT	PRESENT GRADE	TOTAL ENROLMENT
JRK	4 (1%)	GR5	70 (13%)
KGN	19 (4%)	GR6	51 (10%)
GR1	89 (17%)	GR7	31 (6%)
GR2	85 (16%)	GR8	18 (3%)
GR3	81 (15%)	SP.ED.	15 (3%)
GR4	67 (12%)		

TOTAL REPORTED BY GRADE: 530

YEAR OF BIRTH	AGE IN 1988	TOTAL. STUDENTS	YEAR OF BIRTH	AGE IN 1988	TOTAL STUDENTS
1972	16	1	1978	10	72
1973	15	14	1979	9	81
1974	14	18	1980	8	80
1975	13	39	1981	7	53
1976	12	54	1982	6	14
1977	11	61	1983	5	5

TOTAL REPORTED BY YEAR OF BIRTH: 492

ADVANCED ACADEMIC OR DELAYED ACADEMIC
AA 28 (6%) DA 420 (93%) TOTAL 448 (100%)

BEHAVIOURAL PROBLEMS: YES OR NO
YES 191 (38%) NO 306 (62%) TOTAL 497 (100%)

INITIAL OR SUBSEQUENT REVIEW
INITIAL 206 (39%) S1 155 (29%) S2 169 (32%) TOTAL 530

TO SYSTEM IDENTIFICATION PLACEMENT & REVIEW COMMITTEE: YES/NO
YES 81 (17%) NO 404 (83%) TOTAL 485 (100%)

Question 7: Does your school have a "Buddy System"? Please circle your response.

YES	39 (60%)	NO	26 (40%)

Question 8: If you answered "YES" in question 7, please complete the following table.

BUDDY SYSTEM OPERATES...	SCHOOLS REPORTING BUDDY SYSTEM WITH SP.ED. STUDENTS PARTICIPATING
Nearly every day in class	19 (29%)
Several times per week in class	25 (38%)
For extra-curricular programs	1 (2%)
Before school in the morning	6 (9%)
After school hours	
At recess	6 (9%)
During lunch time	3 (5%)

3: SUMMARY REMARKS

This report examines issues of identification and placement for special education students in Hamilton Board of Education schools for the first half of 1987-88. Highlights of the survey are summarized below.

Principals reported that 446 students have been identified as exceptional with placement in regular program grades.

Hamilton Board of Education Diagnostic and Resource Teams held a total of 3028 reviews from September 1, 1987, to January 31, 1988. An additional 551 reviews were held in February, 1988. During the September to January time, the schools averaged 45.8 reviews (about 12% of the school enrolment).

The typical student being reviewed by a DART was male, in grade 1, 2 or 3, age 8, 9 or 10 (probably one year behind his peers) and was delayed academically. This review had a 30% chance of being his second or third review rather than his first review but there was less than a 20% chance that his review will lead to an Identification, Placement and Review hearing.

Buddy systems were found in 60% of the reporting elementary schools but only one third of the schools involved special education students in these programs.

CA4ONHBL W26
S66
URBAN/MUNICIPAL
1989-1990

Provision of Special Education Programs

and

Special Education Services

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GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Seventh Annual Review

1989 - 1990

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Special Education Annual Review
1989-90

Preamble

The year 1989-90 witnessed the continual refinement of the decentralization process and its affect on the Educational system of the Board of Eduction for the City of Hamilton. School based decision making, utilizing the collaborative strength of the Area Team concept coupled with the Special Education Intervention Model for the Decentralized 90's continued to provide special education programs and services which ensured that all students have an equal opportunity to learn to the best of their abilities within the most natural, enabling environment.

As a result of the Intervention Model, implemented during 1988-89, the following modifications in the program delivery in harmony with decentralization, have been realized, relative to special education:

- an interim report relative to the pilot Special Education Resource Teacher (S.E.R.T.) program (Appendix I),
- the initial step in the decentralization of I.P.R.C.'s S.I.P.R.C. Transition Plan Phase I (Appendix 2),
- the field testing of the Diagnostic & Resource Team (D.A.R.T.) procedure (Appendix 3),
- the initiation of the Linkage (Mentor) Program for new Special Education teachers (Appendix 4),
- the proposed role clarification of Learning Resource Teachers (L.R.T.'s) at both the elementary and secondary level (Appendix 5),
- the special program/class changes from 1988-89 to meet the changing needs of students with learning problems and those deemed exceptional (Appendix 6).

The special education plan, coupled with decentralization continues to provide a forum at the "grass roots" level whereby a student's growth and development can be better addressed academically socially and emotionally.

Spectrum of Special Education Program Settings - by Division (Appendix 7)
The Board of Education is continuing to work towards a balanced spectrum or continuum of special education services. In addition to the self contained classes, learning resource teacher assistance is available through the school based Diagnostic Resource Team (D.A.R.T.) in every school/division to assist any student who is experiencing learning problems. This may include withdrawal from the classroom by the L.R.T. or going into the regular class and working with the teacher. The same is true for the gifted learning resource teacher (G.L.R.T.) except that the emphasis of the G.L.R.T. service is at the primary and secondary levels.

Special Education Support Personnel Resources (Appendix 8)
The support personnel resource chart has not changed from last year in term of staff resources, however, the effectiveness of same has improved greatly as roles are clarified and expectations realized.

Special Education Classes & Services 1989-90 (Appendix 9)

Departmental Action Plan (Appendix 10)
While the Intervention Model for the Decentralized 90's continues to be phased in during the next few years, the Special Education Department again outlined an action plan on which to focus its direction for the 1989-90 year. This is included in the report for information only.

Exemplary Programs (Appendix 11)

DRAFT

SERT PILOT PROJECT REPORT

(Condensed version)

(SPECIAL EDUCATION RESOURCE TEACHER)

prepared by

Ed Wiens

Special Education Department

February 1990

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Formal Process
Recommendations

APPENDICES AVAILABLE UPON REQUEST

Appendix 1 (i) Schools in the Pilot
(i i) Staff in the Pilot

Appendix 2 Future State Indicators

Appendix 3 Pilot Guidelines(details) :

1. CHECKLIST OF ROLES OF THE SPECIAL EDUCATION RESOURCE TEAM
2. SUGGESTED STRATEGIES TO BE IMPLEMENTED BY THE RESOURCE TEAM
3. CHARACTERISTICS OF AN EFFECTIVE SERT TEAM
4. FACTORS INFLUENCING STUDENT SUCESS IN THE SERT PROGRAM
5. BASIC PHILOSOPHY OF THE SERT PROGRAM
6. "SERT PROGRAM USES TEAMWORK TO SERVE SPECIAL STUDENTS BETTER"
7. THE TEAM COACHING MODEL
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9. SERT PILOT SCHOOL PLAN

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Appendix 5 Evaluation Instrument and Detailed Results

Basic Philosophy of the SERT Pilot

It is the intention of the SERT Program to be part of a spectrum of service for Exceptional Students, particularly for SLD and GLD students who may have been traditionally placed in a self contained environment. This spectrum of service includes more opportunities and emphasis on integration (not necessarily mainstreaming) into the regular classroom, while recognizing the need to retain some self contained classrooms, and some opportunities for withdrawal.

It is believed that for many, the most enabling environment is the regular classroom, with Special Education intervention, through shared responsibility with the regular classroom teacher . It is also believed that the self-contained classes remain the best environment for some but not the majority of the exceptional students.

Students are placed by a System IPRC into a SERT school with the understanding that they would benefit by a program that predominantly emphasizes integration into the regular classroom, with support. Short term withdrawal may also occur on occasion, depending upon the needs of the students. Consequently, within each school the balance between integration and withdrawal may fluctuate from time to time depending upon the needs of each student.

The SERT (teacher) is part of a SERT (Team), comprised of a minimum of the SERT, LRT, Regular teacher, and the Principal. Although the SERT (teacher) is responsible for facilitating the needs of the exceptional students, it is the team's responsibility to share program and legal responsibilities. The philosophy of the program is enhanced in those schools who meet regularly as a team and accept the concept of shared responsibility within their school.

Rationale

In the document " An Intervention Model for the Decentralized '90's" , it was indicated that the Hamilton Board of Education experienced a "bulge" in the number of self-contained classes, particularly classes for G.L.D. and S.L.D.. Historically, there were few demissions from the self contained classes and few students deemed Exceptional within the regular classroom.

The Ministry and support groups such as the Council for Exceptional Children (C.E.C.), and current research indicates an increased awareness that for many Exceptional Students, the most enabling environment is the regular classroom, with Special education intervention through shared responsibility with the regular classroom teacher. There is also a recognition that self-contained classes remain the best environment for some but not the majority of Exceptional Students. Consequently, there is a need for Boards of Education to provide a spectrum of service for students, which would allow opportunities ranging from support in the regular classroom for the majority and self contained environments for the needy few.

Prior to the creation of the SERT Pilot, several schools had already changed the delivery of service to Exceptional students from traditional self-contained settings, to varying degrees of integration with support into the regular classroom. In June of 1988, with formal approval from Senior Management, fourteen schools (Appendix 1)were brought together for the first time to share successes, and to officially begin the SERT Pilot Project. The purpose of the Pilot was to look at ways to reduce the "bulge" and to provide a spectrum of services to exceptional students that included more emphasis on integration within the regular classroom (with support). The Pilot also was intended to collectively focus the energies of the schools, to develop procedures and practices, and following evaluation to provide system direction for possible expansion.

Under the direction of Ed Wiens, each school was asked to identify a Special Education Resource Team, consisting of a minimum of the Principal, LRT, "SERT" (formally a self contained teacher within the school) , and a classroom teacher. From September to December of 1988, selected principals, teachers, and consultants formulated their vision of "Future State Indicators" (Appendix 2). These indicators are statements of where they would like to be ultimately, and they are intended to direct their actions for the duration of the pilot and beyond. Following approval of the Future State Indictors from each member of the SERT teams, six committees were formed to develop strategies (Plans of Action) for the two years that would help them move towards their desired indicators. Each committee is made up of a variety of principals, teachers, LRT's , SERT's, and consultants. The chair of each committee also belongs to an overall Steering Committee.

The Committees are :

Steering (Chairs of the other committees)
SERT Guidelines
Resources and Staffing
In-service
Heightened Awareness
Evaluation

The work of each committee has been shared, modified, and evaluated following 6 large group sessions, in which all SERT members from each school were in attendance. During the last year extensive in-service has also occurred within each pilot school, using a modified "peer coaching" model.

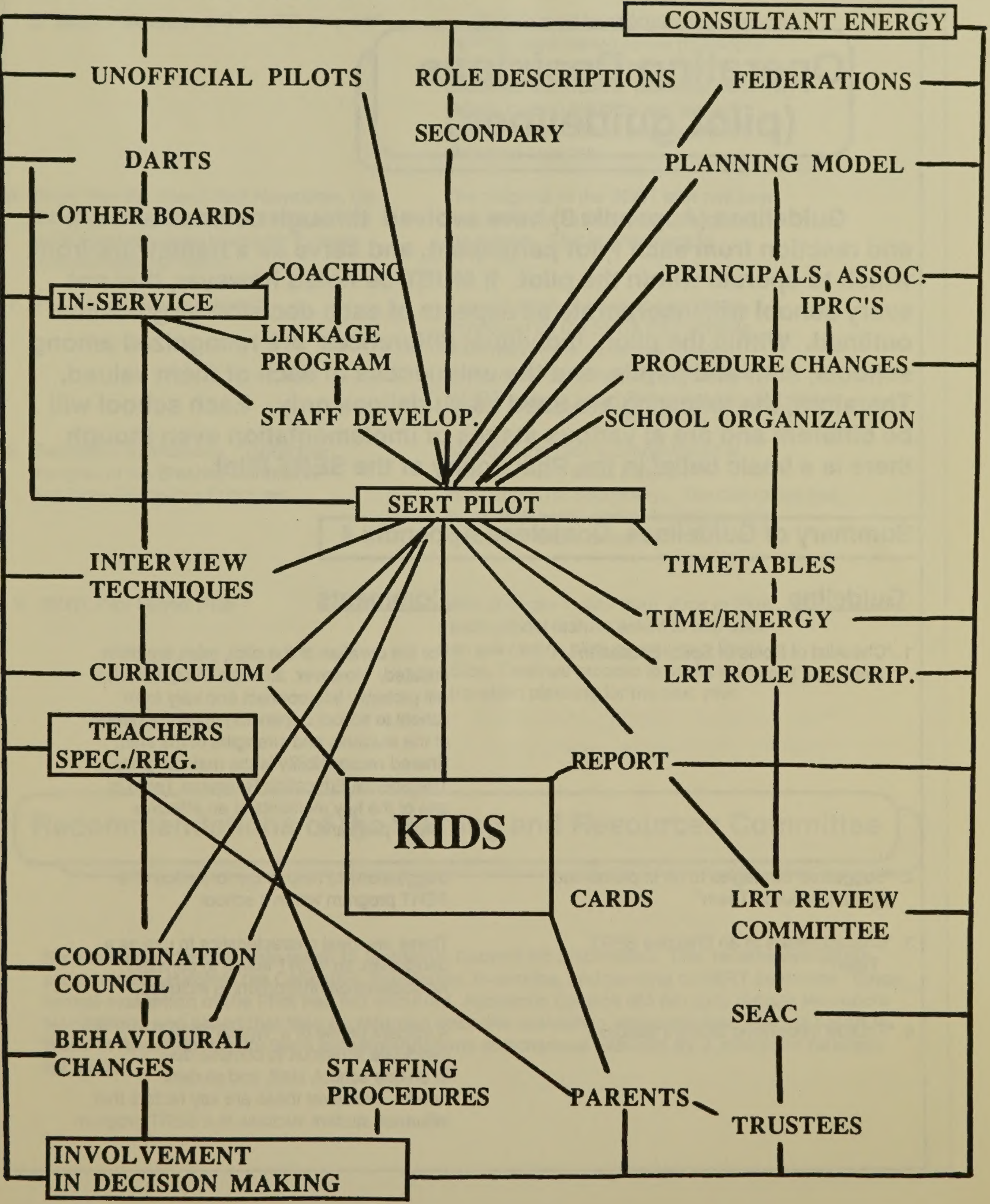
Implications of the SERT Philosophy

The impact of the SERT Philosophy are extensive. Among some of the implications are:

- shared responsibility of addressing student needs in the home school
- effective DART process
- more Area involvement in System IPRC's
- placement and numbers of self - contained classes
- redeployment of Self-Contained teachers to SERT's
- clear definitions of roles of the LRT and SERT
- in-service: Regular and Special Education Staff
- Curriculum documents to address needs of integrated Exceptional students

Either directly or indirectly, the SERT pilot has influenced or been influenced extensively throughout the system. The following "WEB" illustrates the interconnectedness of the Pilot.

THE SERT WEB (OCTOBER 1989)


CONSULTANT ENERGY
UNOFFICIAL PILOTS
ROLE DESCRIPTIONS
FEDERATIONS
SECONDARY
DARTS
PLANNING MODEL
OTHER BOARDS
COACHING
PRINCIPALS, ASSOC.
IN-SERVICE
IPRC'S
LINKAGE PROGRAM
PROCEDURE CHANGES
STAFF DEVELOP.
SCHOOL ORGANIZATION
SERT PILOT
INTERVIEW TECHNIQUES
TIMETABLES
TIME/ENERGY
CURRICULUM
LRT ROLE DESCRIP.
TEACHERS SPEC./REG.
REPORT
KIDS
CARDS
LRT REVIEW COMMITTEE
COORDINATION COUNCIL
SEAC
BEHAVIOURAL CHANGES
STAFFING PROCEDURES
PARENTS
TRUSTEES
INVOLVEMENT IN DECISION MAKING

Operating Decisions (pilot guidelines)

Guidelines (Appendix 3) have evolved through committee work and reaction from each Pilot participant, and serve as a framework from which to operate within the pilot. It MUST be noted however, that not every school will incorporate all aspects of each decision or guideline outlined. Within the pilot, individual differences are recognized among schools, staff and pupils, and the uniqueness of each of them valued. Therefore, the following are used as guidelines only. Each school will be different and are at various stages of implementation even though there is a basic belief in the Philosophy of the SERT Pilot.

Summary of Guidelines Contained Appendix 4

Guideline	Comments
1. "Checklist of Roles of Spec. Education Resource Team"	For the duration of the pilot, roles are differentiated. However, after the Pilot, the roles will probably interconnect and vary from school to school depending upon the needs of the students and strengths of the staff. Shared responsibility is the main emphasis. The Special Education Resource Team is one of the key elements of an effective SERT program.
2. "Suggested Strategies to be Implemented by the Resource Team"	Suggestions to help in the formation of a SERT program within a school
3. "Characteristics of an Effective SERT Team"	These are ideal characteristics to use as a benchmark for SERT teams to consider. An assessment instrument is included.
4. "Factors Influencing Student Success	A student profile of a "typical" SERT candidate is difficult to compile due to unique school, staff, and student needs. However these are key factors that influence student success in a SERT program.

5. "Basic Philosophy of the SERT program"	Schools must be **officially** designated as SERT schools based on the philosophy. There is still a system need for self-contained classrooms. Unofficial pilots may reduce system flexibility and prevent control of the balance in the spectrum of service available.
6. Article from the Board Staff Newsletter, the "School Team" (December 1989) entitled "SERT program uses teamwork to serve special students better"	The progress of the SERT pilot has been communicated extensively throughout the system. This is one example.
7. "The Team Coaching Model"	A modification of Peer Coaching was developed for the SERT Pilot schools, and involved five in-service sessions stressing Consultancy Skills, Effective SERT teams, and Program Modification.
8. "Secondary Implications.." (collective thoughts of the Steering Committee and three Secondary Principals.	Although the Pilot is concentrated at the elementary level, there are implications for Secondary. The committee has compared needs and philosophies, and looked at future directions.
9. "SERT Pilot School Plan "	With changes in staff from June to Sept., each school team is asked to formulate an exit / entry plan, as well as a Start, Stop, Continue process to assist with transition planning for the next year.

Recommendations of the Staffing and Resources Committee

Six recommendations were taken to Academic Council for discussion. The recommendations are related to staffing ,the Collective Agreement, in-service, and posting of SERT positions. Since formal evaluation of the Pilot had not occurred, Academic Council did not fully debate the recommendations and asked that they be returned once the evaluation was complete. The full report is listed in Appendix 4, with the 6 recommendations summarized followed by a complete rationale for each.

Evaluation

General Observations

We have evaluated our progress constantly along the way and have received tremendous positive input and direction from each Special Education Resource Team member within the pilot. For those within the pilot, there is no doubt that significant changes have occured which have positively impacted on Exceptional Students.

Several factors have significantly contributed to the success within each school such as:

- The strong support and belief of the principal
- Regular meetings of Special Eduction Resource Team (within the school and with other SERT Teams during Pilot In-service sessions).
- High level of energy and belief of the Principal LRT SERT and Classroom teacher as a team.

Formal Evaluation Process

Although evaluation has been ongoing throughout the Pilot, formal evaluation included a confirmation of the "Future State Indicators" as well an extensive process developed in conjunction with Research Services. The Evaluation instrument and process are included in Appendix 5, along with a detailed report of findings. The following is a brief summary of the evaluation results and accompanying recommendations.

MEMORANDUM

TO: Superintendents, Supervisors, Elementary and Secondary Principals

FROM: Robert G. Adams, Co-ordinator
Special Education Department

DATE: 1989 07 06

RE: **SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEES**

System Identification Placement and Review Committee meetings will again remain the responsibility of the Special Education Department in terms of organization and system student placement. In keeping with the concept of decentralization, however, the following Transition Plan is attached for your information relative to the S.I.P.R.C. process for 1989 - 1990.

PLEASE NOTE:

(1) Special S.I.P.R.C.'s will continue to consider potentially gifted and trainable retarded students as in the past.

(2) The pupil health assessment can be initiated at any time. The pupil health assessment could provide valuable information to a D.A.R.T. as well as fulfill S.I.P.R.C. requirements.

(3) In order to facilitate accurate record-keeping, it would be appreciated if S.I.P.R.C. packages arrived in the Special Education Department as a complete referral.

The dates, as outlined in the Transition Plan, represent the S.I.P.R.C. schedule for the 1989 - 1990 school year. Please note the closeness of the documentation due date and the S.I.P.R.C. hearing. It is hoped that these monthly I.P.R.C.'s will eliminate the weeks of daily sittings by the Committees and facilitate student placements and principal involvement.

Additional modifications to the process will be forthcoming in the new year. Should you have any questions regarding the aforementioned, the Area Special Education Consultants can provide clarification at the first Area Principals' Meeting in September.

RGA

S.I.P.R.C.

TRANSITION PLAN

PHASE 1

PART 1 - OPERATIONS

Component **LOCATION**

S.I.P.R.C.'s will be held in locations to promote the concept of decentralization e.g.:

Area 1 & 2 - Education Centre

Area 3 - Office

Area 4 & 5 - Office

In addition, suitable school facilities will be explored.

Component **FREQUENCY**

S.I.P.R.C.'s will occur up to two days monthly, excluding September, December and June, and run concurrently at the three suggested locations.

PART B - HUMAN RESOURCES

Component **I.P.R.C. COMMITTEE**

Chairperson	-	Special Education Co-ordinator or designate
Committee	-	two principals/vice-principals, chosen from area(s) involved, to serve for one monthly session (2 1/2 days). Selection of representatives to be done in consultation with Superintendent or Area Supervisor.

Component **IN - SERVICE**

- Sitting committee will meet on the afternoon of the school day preceding the S.I.P.R.C. to review all documentation packages submitted by schools.
- Committee will evaluate process and determinations at conclusion of second day.

Component

DATES

Documentation Due by 12 noon	S.I.P.R.C. Date
September 27	October 17 & 18
October 27	November 14 & 15
December 18	January 16 & 17
January 26	February 13 & 14
February 23	March 20 & 21
March 28	April 18 & 19
April 27	May 15 & 16

Component

DOCUMENTATION

By the specific due date, schools are to submit:

- special services referral form
- psychological assessment
- health assessment
- school based information package outlining
  - summary of D.A.R.T. involvement
  - current education assessment
  - copy of most recent report card (if available)
  - listing of ancillary personnel involved (where applicable)

A RECOMMENDATION OF

- exceptionality and
- placement for the Committee's consideration

Component **CLERICAL**

- Documentation to be forwarded to Central Office (Ed. Centre)
- Agenda to be struck by Special Education Secretary in consultation with area Special Education Consultant
- Minutes, in the form of a NEEDS STATEMENT, to be developed and recorded by chairperson or other committee member
- Chairperson to be responsible for completion of necessary identification and parental consent forms
- Follow - up determination forms and notification to parents to be completed by Special Education Department
- Information to be inputted into student registry by Special Education Department
- Copies of information package to be copied, collated and distributed to committee members

PART C

Component

PLACEMENT

Special Education Department personnel in conjunction with Area administration to assign students as per determinations.

AS IN THE PAST

- Referrals will NOT be processed AFTER the established material due dates before the S.I.P.R.C.'s. However, they can be referred to the next S.I.P.R.C.
- At least ten days prior to the S.I.P.R.C. meeting, the time, date and room location of each candidate's hearing will be forwarded to principals involved to facilitate the completion of the Parental Notification Form (HBE 3715A). It would be appreciated if the information as to whether or not the parent(s) will be attending the S.I.P.R.C. would be forwarded to the Special Education Department.
- S.I.P.R.C. decisions will be based on objective data and by consensus at the conclusion of the hearing. However, in the case where consensus cannot be reached at the hearing, the same Committee must reassemble to approve a determination.
- S.I.P.R.C. hearings will continue to be convened in an atmosphere conducive to information sharing in order to reach a determination to best meet the student's needs.
- Psychological Consultants will be invited to the S.I.P.R.C.'s to interpret psychological data.
- It is hoped that the student referred to a S.I.P.R.C. will be familiar to the Special Education Department through prior involvement.
- It is expected that S.I.P.R.C.'s scheduled at regular intervals will eliminate any consideration of "referral priority" based on date(s) of psychological testing, D.A.R.T. involvement or other interventions.
- Transportation for a student new to a self-contained program (for which transportation is provided) is the responsibility of the receiving school principal. Transportation is to be arranged through the Transportation Officer.

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Diagnostic and Resource Team (DART) Referral Procedure

The Diagnostic and Resource Team (DART) Procedure outlined was developed as an extension of existing good practices and an attempt to provide a more detailed guideline of existing Procedures. There is only one major change recommended (stage 3) which may be new to some, but has already occurred in some Areas.

The guideline is intended to be a first step only. In Addition, Areas are encouraged to conduct a fuller look at effective Darts within their area.

Four stages are outlined in this guideline ⇨

- I. Pre-referral
- II. Stage 1
- III. Stage 2
- IV. Stage 3

Overview Of The Stages

I. Pre-Referral

The Pre-referral stage encourages staff to resolve concerns prior to formal referral to the DART. It is assumed that parents/guardians have been informed along the way.

II Stage 1

This is the first formal step which employs in school staff AND parents/guardians. The Stage 1 DART, in addition to school resources such as classroom teacher, learning resource teacher and principal/vice-principal, might include such other school-based resources as a special education teacher, guidance counsellor, social worker and school nurse.

Parents/Guardians will be Consulted and will also have the Option Of Attending The Meeting

III. Stage 2

This is the second formal step which employs additional out of school personnel. The Stage 2 DART in addition to the classroom teacher, learning resource teacher and principal/vice-principal should include appropriate resources added to the Stage 1 personnel: primary/junior consultant, adjustment counsellor, psychological consultant, special education consultant, ESL/D consultant, subject curriculum consultant, speech pathologist, public health nurse, other appropriate Board or external (from outside) agency personnel as might be deemed necessary.

Parents/Guardians will be Consulted and will also have the Option Of Attending The Meeting

IV. Stage 3

This is an optional step in order to provide an opportunity for input and decisions from the Area office. It is NOT necessary to go throughout STAGE 2 in order to access STAGE 3.

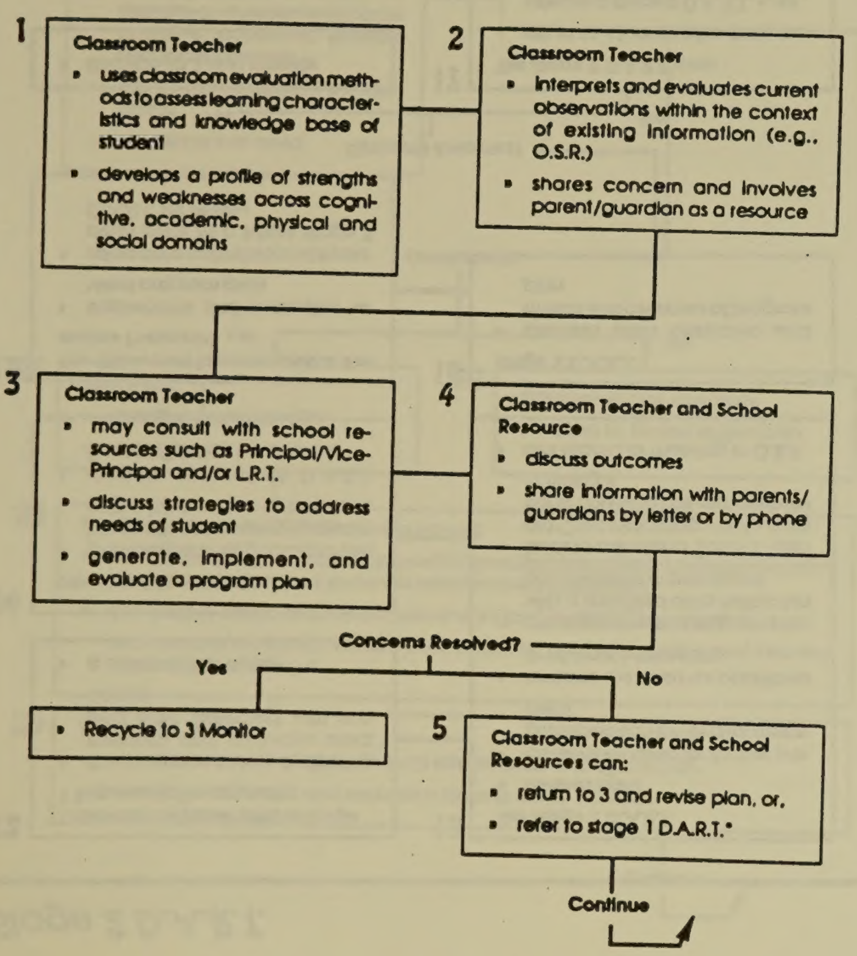
The STAGE 3 DART will include some personnel from STAGES 1 or 2 and will additionally include either the Superintendent of Schools or Area Supervisor, community resources (as needed), and other Board personnel as may be requested or required. (e.g. Trustee).

Parents/Guardians will be Consulted and will also have the Option Of Attending The Meeting

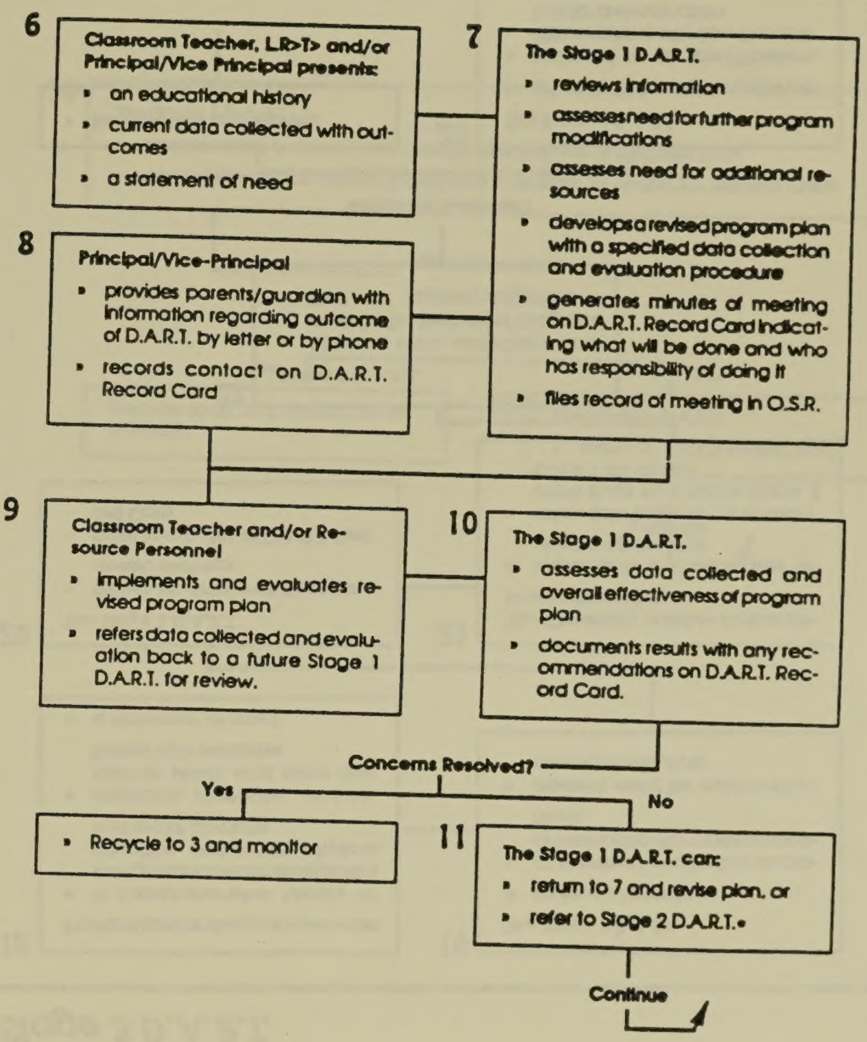
NOTE: Reference is made to the following:

1. The relationship between the proposed Dart procedure and referral to an IPRC
2. A sample of a cumulative Dart Record Card which is intended to be centrally maintained by the Dart throughout the year and filed in the O.S.R. in June.
3. Levels of Use Chart.

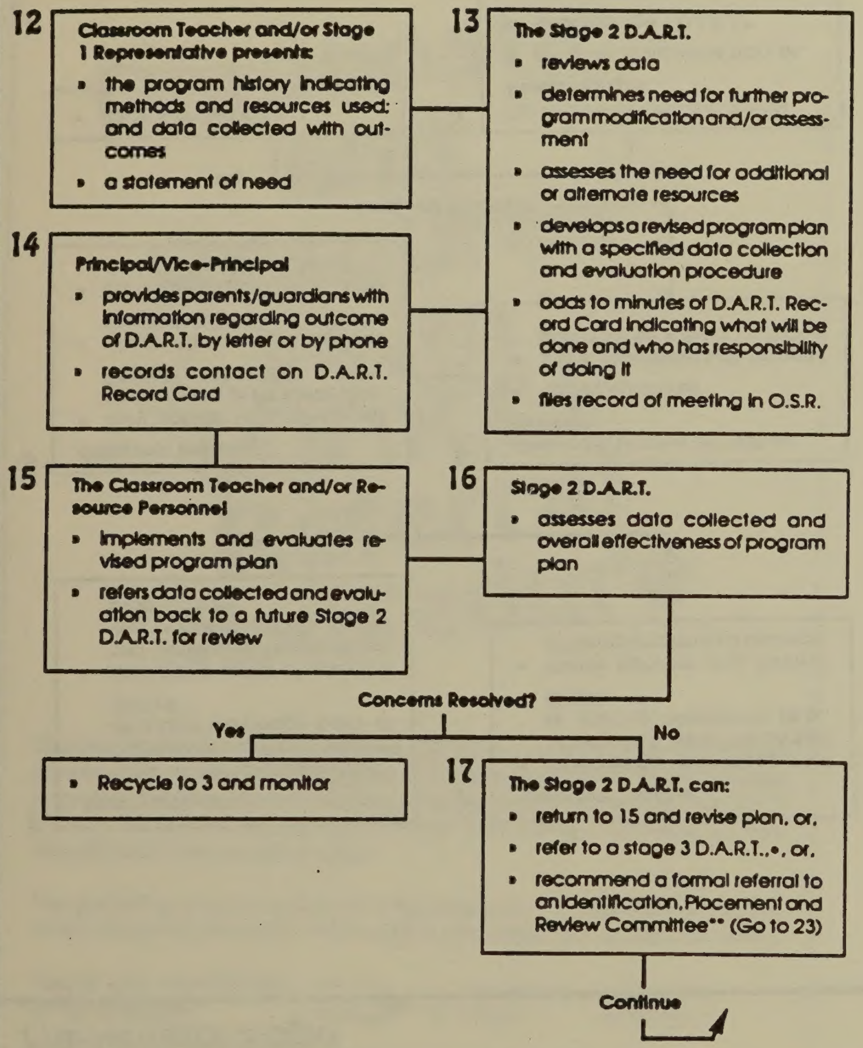
Pre-Refferal Stage


1
Classroom Teacher
• uses classroom evaluation methods to assess learning characteristics and knowledge base of student
• develops a profile of strengths and weaknesses across cognitive, academic, physical and social domains
2
Classroom Teacher
• Interprets and evaluates current observations within the context of existing information (e.g., O.S.R.)
• shares concern and involves parent/guardian as a resource
3
Classroom Teacher
• may consult with school resources such as Principal/Vice-Principal and/or L.R.T.
• discuss strategies to address needs of student
• generate, implement, and evaluate a program plan
4
Classroom Teacher and School Resource
• discuss outcomes
• share information with parents/guardians by letter or by phone
Concerns Resolved?
Yes
No
• Recycle to 3 Monitor
5
Classroom Teacher and School Resources can:
• return to 3 and revise plan, or,
• refer to stage 1 D.A.R.T.*
Continue

Stage 1 D.A.R.T.


6
Classroom Teacher, L.R>T> and/or Principal/Vice Principal presents:
• an educational history
• current data collected with outcomes
• a statement of need
7
The Stage 1 D.A.R.T.
• reviews information
• assesses need for further program modifications
• assesses need for additional resources
• develops a revised program plan with a specified data collection and evaluation procedure
• generates minutes of meeting on D.A.R.T. Record Card indicating what will be done and who has responsibility of doing it
• files record of meeting in O.S.R.
8
Principal/Vice-Principal
• provides parents/guardian with information regarding outcome of D.A.R.T. by letter or by phone
• records contact on D.A.R.T. Record Card
9
Classroom Teacher and/or Resource Personnel
• implements and evaluates revised program plan
• refers data collected and evaluation back to a future Stage 1 D.A.R.T. for review.
10
The Stage 1 D.A.R.T.
• assesses data collected and overall effectiveness of program plan
• documents results with any recommendations on D.A.R.T. Record Card.
Concerns Resolved?
Yes
No
• Recycle to 3 and monitor
11
The Stage 1 D.A.R.T. can:
• return to 7 and revise plan, or
• refer to Stage 2 D.A.R.T.•
Continue

Stage 2 D.A.R.T.



12 **Classroom Teacher and/or Stage 1 Representative presents:**
- the program history indicating methods and resources used: and data collected with outcomes
- a statement of need

13 **The Stage 2 D.A.R.T.**
- reviews data
- determines need for further program modification and/or assessment
- assesses the need for additional or alternate resources
- develops a revised program plan with a specified data collection and evaluation procedure
- adds to minutes of D.A.R.T. Record Card indicating what will be done and who has responsibility of doing it
- files record of meeting in O.S.R.

14 **Principal/Vice-Principal**
- provides parents/guardians with information regarding outcome of D.A.R.T. by letter or by phone
- records contact on D.A.R.T. Record Card

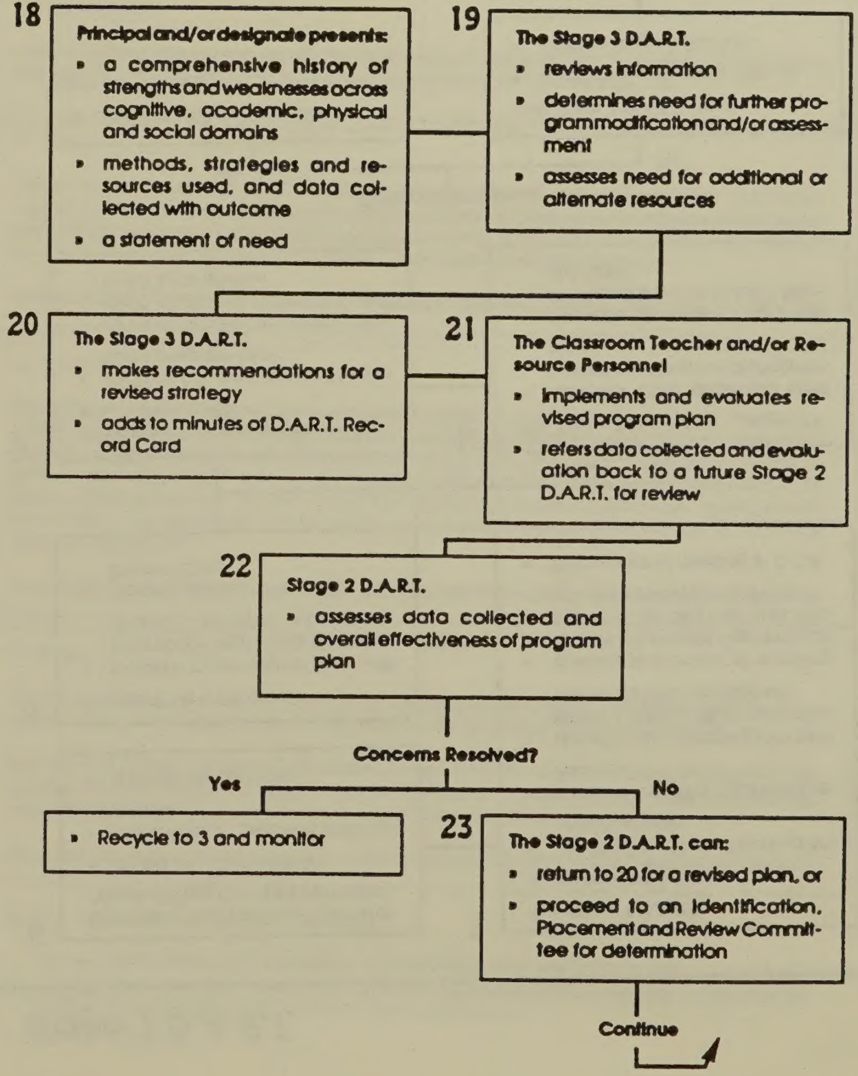
15 **The Classroom Teacher and/or Resource Personnel**
- implements and evaluates revised program plan
- refers data collected and evaluation back to a future Stage 2 D.A.R.T. for review

16 **Stage 2 D.A.R.T.**
- assesses data collected and overall effectiveness of program plan

- Recycle to 3 and monitor

17 **The Stage 2 D.A.R.T. can:**
- return to 15 and revise plan, or,
- refer to a stage 3 D.A.R.T.,*, or,
- recommend a formal referral to an Identification, Placement and Review Committee** (Go to 23)

Stage 3 D.A.R.T.



18 **Principal and/or designate presents:**
- a comprehensive history of strengths and weaknesses across cognitive, academic, physical and social domains
- methods, strategies and resources used, and data collected with outcome
- a statement of need

19 **The Stage 3 D.A.R.T.**
- reviews information
- determines need for further program modification and/or assessment
- assesses need for additional or alternate resources

20 **The Stage 3 D.A.R.T.**
- makes recommendations for a revised strategy
- adds to minutes of D.A.R.T. Record Card

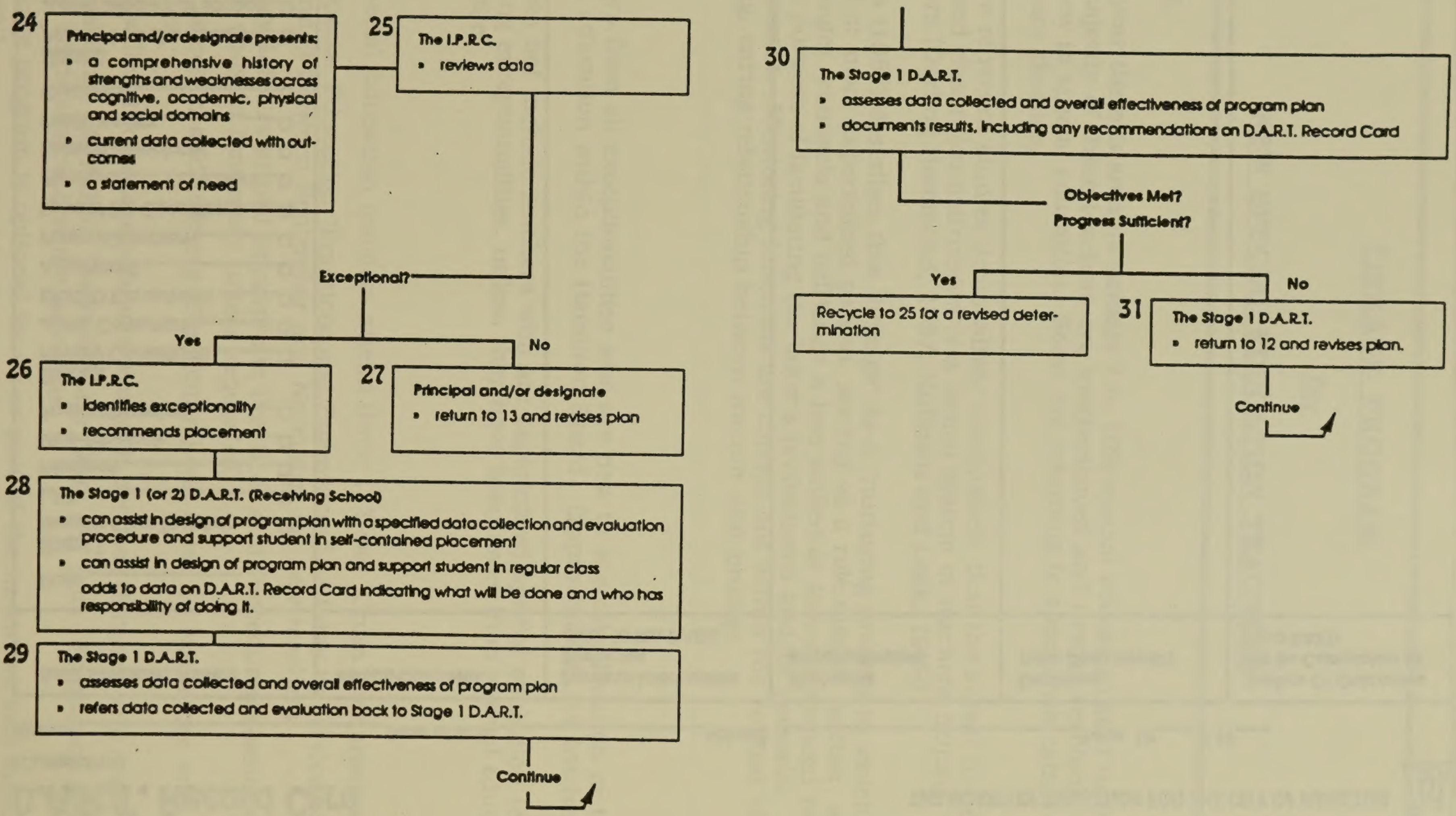
21 **The Classroom Teacher and/or Resource Personnel**
- implements and evaluates revised program plan
- refers data collected and evaluation back to a future Stage 2 D.A.R.T. for review

22 **Stage 2 D.A.R.T.**
- assesses data collected and overall effectiveness of program plan

- Recycle to 3 and monitor

23 **The Stage 2 D.A.R.T. can:**
- return to 20 for a revised plan, or
- proceed to an Identification, Placement and Review Committee for determination

Relationship to I.P.R.C.



24 **Principal and/or designate presents:**
- a comprehensive history of strengths and weaknesses across cognitive, academic, physical and social domains
- current data collected with outcomes
- a statement of need

25 **The I.P.R.C.**
- reviews data

26 **The I.P.R.C.**
- identifies exceptionality
- recommends placement

27 **Principal and/or designate**
- return to 13 and revises plan

28 **The Stage 1 (or 2) D.A.R.T. (Receiving School)**
- can assist in design of program plan with a specified data collection and evaluation procedure and support student in self-contained placement
- can assist in design of program plan and support student in regular class

adds to data on D.A.R.T. Record Card indicating what will be done and who has responsibility of doing it.

29 **The Stage 1 D.A.R.T.**
- assesses data collected and overall effectiveness of program plan
- refers data collected and evaluation back to Stage 1 D.A.R.T.

30 **The Stage 1 D.A.R.T.**
- assesses data collected and overall effectiveness of program plan
- documents results, including any recommendations on D.A.R.T. Record Card

Recycle to 25 for a revised determination

31 **The Stage 1 D.A.R.T.**
- return to 12 and revises plan.

D.A.R.T. Record Card

(Cumulative)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Name:________________ Date of Birth: ____________ School: ________________ Year: 19___ / 19___

DART Members Present	Needs/Concerns	Previous Intervention Strategies (Prior To This DART)	Strategies Recommended	Decisions (Who Does What?)	Review Of Outcomes (To Be Completed At Next DART)
Date ________ Stage 1 Regular Class Teacher ....☐ L.R.T. ....☐ Principals ....☐ Vice-Principals ....☐ Parent/Guardian ....☐ Stage 2 Primary Consultants ....☐ Junior Consultants ....☐ ESL/ESD Consultants ....☐ Adjustment ....☐ Parent/Guardian ....☐ Special Ed. Consultant ....☐ Psychological Consultant ...☐ Speech Pathologist ....☐ Public Health ....☐ Guidance ....☐ Stage 3 Parent/Guardian ....☐ Superintendent of Schools .☐ Area Supervisors ....☐					

LINKAGE PROGRAM
for
NEW SPECIAL EDUCATION TEACHERS

RATIONALE

- Each year there is an approximate 7 to 10% special education staff turn around. The majority of these teachers are inexperienced and new to teaching - not just new to special education. Some are returning to special education after a few years absence.

- A score of recent studies demonstrate conclusively that the surest route to improved classroom instruction is a formal system of teachers helping teachers (Darling Hammond, 1987, Huffman and Leak, 1986)

- Anders (1987) describes this "linkage" as a "nurturing process in which a more skilled or more experienced person, serving as a role model, teacher, sponsor, encourages, counsels and befriends a less skilled or less experienced person for the purpose of facilitating the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between mentor and protege."

TARGET AUDIENCE

- Teachers from all exceptionalities who are new to special education or to special education within the Hamilton Board. (approximately 24 teachers)

- this does not include teachers who are experienced special education teachers switching exceptionalities, unless they have been away from special education for awhile.

OVERVIEW

- new Special Education teachers attend three 1/2 day "Cross over sessions"
- three Special Education "Practices and Procedures" half day in-service sessions are planned between September and November for new teachers
- secondary L.R.T.'s attend appropriate Practices and Procedures sessions (their program ends in November unless requested)
- mentor selection and training (Elementary) will occur in November and December
- mentors will visit new teachers once a month between January and June
- group session(s) offered for "partner pairs" from 3-7 p.m. Frequency and topics to be determined in the new year
- the Linkage program is optional for all or part of the in-service and mentor component

ROLE DESCRIPTION

LEARNING RESOURCE TEACHER (ELEMENTARY)

Philosophy

The Special Education Department is committed to an Intervention Model which enables all students to reach their full educational potential. This philosophy is based upon a recognition of the unique learning characteristics of all students and the shared responsibility among educators for the development and delivery of program within the most naturally enabling environment.

This commitment is reflected in the following role description of the Elementary Learning Resource Teacher. The role description is divided into Mandatory Responsibilities and Recommended Good Practices.

The Elementary Learning Resource Teacher is responsible to the Principal of the school and works closely with the Area Resource Team and the Special Education Department.

Mandatory Responsibilities

The Learning Resource Teacher, as a team member, in conjunction with the school's Principal and the Area Special Education Consultant, will establish the school's philosophy for the Learning Resource Program. This philosophy recognizes special circumstances such as but not limited to compensatory education, dual-track or half-time L.R.T. positions. The program reflects a continuum of services required by the school's unique character in order to meet the needs of Exceptional Students, Non-Exceptional Students identified through the D.A.R.T. process and students requiring short term assistance.

The role of the L.R.T. continues to evolve from a remedial focus on isolated skills to a curriculum support for classroom teachers.

The Learning Resources Teacher shall:

- Be a member of and work in conjunction with the school's Diagnostic and Resource Team (D.A.R.T.).
- In consultation with the Principal, assist with the I.P.R.C. process.
- *With the sponsoring teacher*, be responsible for the co-operative development of I.P.P.'s and the Annual Review process for the Exceptional Students in the Regular Class.
- Facilitate the internal and external communication of information regarding Exceptional and At-risk students. (eg. attending annual reviews and promotion meetings of feeder schools, processing inter-board and intra-board transfers, communicating with Special Education Consultants).
- *Work collaboratively with staff to:*
  a) interpret the nature of exceptionalities,
  b) recommend teaching/learning strategies for modifying content, delivery and evaluation of curricula,
  c) facilitate appropriate individual or small group information sharing to meet staff needs.
- *As directed by the D.A.R.T.*, provide supportive teaching, counselling and/or monitoring of students on an individual or small group basis through in-class or withdrawal support.
- Provide appropriate educational assessment as directed by the D.A.R.T.
- Establish a timetable to reflect a balance of the consultative, administrative and teaching aspects of their role.
- In conjunction with the Principal, ensure that the Learning Resource room is appropriately equipped.

Recommended good Practices to be Negotiated with the Principal

- Act as an advocate for students by working with parents, staff, administrators, educational personnel, community resource personnel or other professionals.
  This may include seeking alternative educational placement.
- Participate in relevant inservice sessions, meetings, workshops and conferences for professional growth and development.
- Access necessary secretarial assistance and computer information services.
- Request sufficient funds, to replenish and extend resource materials.

ROLE DESCRIPTION
LEARNING RESOURCE TEACHER (SECONDARY)

Philosophy

The Special Education Department is committed to an Intervention Model. This philosophy is based upon a recognition of the unique learning characteristics of all students, program delivery within the most naturally enabling environment and the shared responsibility amongst educators for the delivery of program.

The Special Education Department is committed to encouraging all students to reach their full educational potential. At the Secondary level this commitment is reflected in the accompanying role description of the Learning Resource Teacher.

This role description is divided into Mandatory Responsibilities and Recommended Good Practices.

The Learning Resource Teacher, Secondary, is responsible to the Principal of the school and works closely with the Area Resource Team and Special Education Department.

Mandatory Responsibilities

The Learning Resource Teacher shall:

- Establish, in conjunction with the school's administration and the Special Education Consultant, using this role as a guideline, a philosophy for the learning resource program designed to meet the needs of the Exceptional Pupils, the individual school and the school community.
- Record goals and objectives for the year developed from the agreed upon philosophy and good practices.
- Be provided with an appropriately equipped Learning Resource Room.
- Work in conjunction with, and as a member of, the school Diagnostic and Resource Team (D.A.R.T.).
- Be responsible for preparing for the I.P.R.C. process, implementation of recommendations, annual reviews, and co-ordinating Individual Pupil Plan writing.
- Work collaboratively with teaching staff in interpreting the nature of Exceptionalities; suggesting teaching strategies for modifying curriculum and developing appropriate inservice.
- Provide supportive teaching, counselling and/or monitoring of students on an individual and/or small group withdrawal basis who: have been deemed Exceptional, will benefit from additional support as recommended by a D.A.R.T. and/or need special assistance on a short term basis.
- Act as an advocate for students by working with parents, staff, administrators, educators, community resources and other students dealing with matters related to the particular student needs to ensure educational and personal progress.

Recommended Good Practices to be Negotiated with the Principal

- Recommend and/or provide alternatives for students which may include: a planned support program, development of coping strategies, timetabling considerations including NMT Personal Life Management course.
- Facilitate co-ordination for volunteers, paraprofessionals and/or peer tutors.
- In conjunction with guidance, investigate and recommend alternatives outside the regular school program which may include: community resources, work experience, cooperative education, elementary-secondary linking and post secondary institutions.
- Attend appropriate inservice sessions, meetings, workshops and conferences for professional growth and development, maintain and implement L.R.T. Handbook.
- Have access to and use appropriately, secretarial assistance for activities such as paperwork, computer tracking, and updating re: new students.

Special Program/Class Changes

The following adjustments in the number and/or type of special education classes have been implemented in order to better meet the needs of the special needs students in Hamilton:

- increased the autistic program by a .5 teacher
- increased the auditory impaired program by a .5 teacher at the pre-school level.
- opened an intermediate communications class for students in the 12 - 14 year age span
- increased the program for specific learning disabilities by one class at the middle school level
- increased the assessment program (multiple) by one class
- increased the gifted self-contained classes by .5
- decreased the number of self-contained general learning disabilities classes by four
- reduced the number of classes at the elementary and secondary satellite T.R. program by 1
- increased the elementary learning resource teacher program (L.R.T.'s) by 3.5 principal assignments and a .5 additional teacher
- increased the Vocational Secondary learning resource teacher by .5
- changed the title of the Community Facilities Liaison teacher from a liaison teacher to a Consultant
- increased the Community Facilities Program by 1 - an additional class at the Hamilton Wentworth Detention Centre.

SPECTRUM OF SPECIAL EDUCATION PROGRAM SETTINGS - BY DIVISION

	SELF-CONTAINED										RESOURCES			
	Behavioural Exceptionalities	Communicational				Intellectual			Physical	Multiple	Gifted		Vision	
DIVISIONS		Autistic	Hearing Impaired	Language Impaired	Specific Learning	Gifted	General Learning	Trainable Retarded	Ortho Physically		LRT	LRT	Itin.	Resource
Primary (Jr. Kgn. Grade 3)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Junior (Grade 4 - 5)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Middle (Grades 6 - 8)	X		X	X	X	X	X	X	X	X	X	X	X	X
Secondary (Vocational)											X		X	X
Secondary (Composite)						X		X	X		X	X	X	X

A spectrum of services is available for any student from minimal L.R.T. assistance through to self-contained programming if deemed necessary. This concept also works in reverse as a student is integrated out from a self-contained class to his/her return to regular class placement.

SPECIAL EDUCATION SUPPORT PERSONNEL RESOURCES

EXCEPTIONALITIES

		Communicational				Intellectual			Physical		Multiple
Support Personnel	Behavioural	Autistic	Hearing Impaired	Specific Language Impaired	Learning Disabled	Gifted	General Learning Disabled	Trainable Retarded	Ortho Physically Impaired	Vision	
Co-ordinator	X	X	X	X	X	X	X	X	X	X	X
Special Education Consultants	X	X	X	X	X	X	X	X	X	X	X
L.R.T.											
(Elementary)	X	X	X	X	X	X	X	X	X	X	X
(Secondary)	X	X	X	X	X	X	X	X	X	X	X
(Gifted - Primary/Secondary)						X					
Psychological Services	X	X	X	X	X	X	X	X	X	X	X
Speech & Language Paths/ Assistants	X	X	X	X	X	X	X	X	X	X	X
Adjustment Services	X	X	X	X	X	X	X	X	X	X	X
Social Workers	X		X		X	X	X	X	X	X	X
Aug. Communication		X	X	X	X			X	X		X
Primary Consultants	X	X	X	X	X	X	X	X	X	X	X
Junior Consultants	X	X	X	X	X	X	X	X	X	X	X
Itinerant (homebound)	X	X	X	X	X	X	X	X	X	X	X
Education Assistants	X	X	X	X	X		X	X	X		X
Home Care			X	X				X	X	X	X
Chedoke - McMaster	X	X	X	X	X			X	X		X

The Board of Education for the City of Hamilton
Special Education Classes & Services, 1989-90

Mountain Elementary Schools Classes for:	Buchanan Park	Burkholder Drive	Cardinal Heights	C. B. Stirling	Chedoke	Eastmount Park	Fernwood Park	Franklin Road	George L. Armstrong	Hampton Heights	Holbrook	Holbrook (S.A.M.)	Huntington Park	James MacDonald	Lawfield	Linden Park	Lisgar	Mountview	Norwood Park	Pauline Johnson	Peace Memorial	Queensdale	R.A. Riddell	Richard Beasley	Ridgemount	Ryckman's Corners	Seneca	Thornbrae	Vern Ames	Westview	Westwood	Westmount ElemProg	Mountain Totals	Lower City Totals	Brd. of Ed. Totals
Behavioural Students					1			1					1																				3	4	7
Autistic Students																										1.5					1		2.5	0	2.5
Auditorily Impaired Students										.5												3.5											4	0	4
Students Needing Language and Speech Improvement						2											1										1						4	3	7
Students with Specific Learning Disabilities			1	1		1		1						1		1		1		1			1			1				1	1		12	29	41
Congregated Gifted Students							1			2						1														2.5	1		7.5	7	14.5
Students with General Learning Disabilities				1				1	1					1				1			1		1	1			1						9	23	32
Special Education G.L.D. Resource Teachers S.L.D.		1			 2					 1																		 1				 1	1 5	8 5	9 10
Trainable Retarded					2								2			2	1										1.5						8.5	5.5	14
Physically Impaired Students											1.5						1																2.5	0	2.5
Students with Multiple Exceptionalities Assessment																																	0	3	3
Students requiring E.S.L. .5 Classes-Full Time Teacher = 2 Classes		2														2																	4	27	31

Secondary Schools	South Park	Hill Park	Sir J.A. Macdonald	Sir W. Churchill	Sherwood	Westdale	Westmount	TOTAL
Congregated Gifted Students							2	2
Trainable Retarded		3		2	1	2		8
Physically Impaired Students					1			1
Students who require E.S.L. (Lines/Classes)	12		42					54

Schools for The Trainable Retarded

Vincent Massey 7 classes

Note: The numbers on the chart indicate the number of classes in a given school

The Board of Education for the City of Hamilton
Special Education Classes & Services, 1989-90

Lower City Elementary Schools Classes for:	A.M.Cunningham	Adelaide Hoodless	Allenby	Bennetto	Centennial	Central	Dalewood	Dr. J. Edgar Davey	Earl Kitchener	Elizabeth Bagshaw	Fairfield	George R. Allan	Gibson	Glen Brae	Glen Echo	Hess Street	Hillcrest	Hillsdale	King George	Lake Avenue	Lloyd George	Memorial	Parkdale	Prince of Wales	Prince Philip	Queen Mary	Queen Victoria	Red Hill	Robert Land	Rosedale	Roxborough Park	Ryerson	Sanford Avenue	Sir Isaac Brock	Stinson Street	Strathcona	Tweedsmuir	Viscount Montgomery	W.H. Ballard	Woodward	Lower City Totals
Behavioural Students					1									1									1										1								4
Autistic Students																																									0
Auditorily Impaired Students																																									0
Students Needing Language and Speech Improvement										3																															3
Students with Specific Learning Disabilities	1									4	2		1				2		2	2	1	1	1	2		1			1	2				1	1	1	1	2			29
Congregated Gifted Students							2					1															1												3		7
Students with General Learning Disabilities			1		1			2		1			1			2	2		1	1	1			1		3		2	1		1		1				1				23
Special Education G.L.D.		1		2		1	1											1																					1	1	8
Resource Teachers S.L.D.		1												1											2														1		5
Trainable Retarded																									2		1.5												2		5.5
Physically Impaired Students																																									0
Students with Multiple Exceptionalities Assessment														3																											3
Students who require. English as a Second Language				2	3			1		2			2			6				2						1						2	1		2		3				27

Appendix 10

DEPARTMENT ACTION PLANS

1989-90

N.S.	NOT STARTED
D	DISCUSSION
Co	CONTINUE
C	COMPLETE
F	FUTURE INPUT
O	ONGOING

STRATEGY	DIRECTION	RECOMMENDATION	DECISION
1.1 Seek representation on Curriculum Council.	N.S.	D	D
1.2 Implement year 2 of the SERT pilot program.	O	Co	Co
1.3 Implement "linkage" (mentor) program for new Special Education Teachers.	O	Co	Co
1.4 Develop and implement strategies to communicate Department Action Plans to the system.	O	Co	Hold
1.5 Write and implement System Guidelines for Special Education.	N.S.	Co	Issue
1.6 Coordinate system in-service for all exceptionalities.	O	Co	Co
1.7 Continue the development of new DART Operating procedures and in-service principals on the contents.	O	Co	Co
1.8 Review and update all Special Education Forms.	O	Co	Co (F)
1.9 Implement a SIPRC Transitional Plan Phase 1 to facilitate the shift of system IPRC's to the Areas.	O	Co	Co
1.10Complete and in-service the Secondary LRT handbook.	O	Co	Co
1.11Complete a "Special Services Programs and Services" community and agency manual.	Co	Done	Copy to Cnslts

N.S.	NOT STARTED
D	DISCUSSION
Co	CONTINUE
C	COMPLETE
F	FUTURE INPUT
O	ONGOING

STRATEGY	DIRECTION	RECOMMENDATION	DECISION
1.12 Complete and in-service community "Special and Educational Services" information Abstracts (brochures).	O	Co	Co
1.13 Complete and in-service staff "Special and Services" special education staff handbook (abstracts and modules).	O	Co	Co
1.14 Implement a Student Registry system.	O	Co	Co
1.15 Implement and in-service Special Education Report Card procedures.	N.S.	D	D
1.16 Expand opportunities for shard in-service among surrounding Boards.	Co	D	D
2.10 Clarify Area and System responsibilities for consultants.	O	Co	Co
2.1.1 Review Co-ordinators Role Description.	N.S.	D	Issue
2.1.1 Review Role of Consultants for Department.	O	Co	Co
2.2.1 Prepare a plan to expand involvement with curriculum.	N.S./O	Co	Issue
2.2.2 Prepare a plan to expand involvement with the Staff Development Department.	N.S.	D	D
2.3 Initiate a formal process in order to share Conference feedback among Consultants.	O	Co	D
2.4 Participate in a Special Education Staffing Review (Board initiative).	O	Co	Co
2.5 Prepare an action plan for initiation of	O	D	D

Secondary Self contained class for L.D.
Adolescents.

N.S.	NOT STARTED
D	DISCUSSION
Co	CONTINUE
C	COMPLETE
F	FUTURE INPUT
O	ONGOING

STRATEGY	DIRECTION	RECOMMENDATION	DECISION
2.6 Prepare a rationale and formal request for the continuation of the Special Education In-service Consultant prior to 1991 Budget submission.	O	Co	Co
2.7 Provide in-service for Special Education consultants regarding Westmount 1990.	Co	D	D
2.8 Conduct in-service for the Spalding reading program for SLD/GLD teachers, and develop a profile of students who would benefit from this approach.	N.S.	D	Issue
2.9 Facilitate the relocation of Vincent Massey students.	O	Co	Co
2.10 Conduct Curriculum review of TR program.	O	Co	CO"F"
2.11 Consultants become involved in Budget submissions.	N.S.	Start	Issue
2.12.1 Clearly outline the implications of the ESL expansion.	O	Co	Co
2.12.2 Form an ESL/ESD in-service steering committee.	O	Co	Co
2.12.3 Consider pyramid model in each Area, using the Key teacher concept.	O	Co	Co
2.12.4 Initiate a study to consider the appropriateness of ESL/ESD as part of the Spec. Ed department.	N.S.	Co	Issue
2.13 Plan for the CEC'91 Conference.	O	Co	CO"F"

N.S.	NOT STARTED
D	DISCUSSION
Co	CONTINUE
C	COMPLETE
F	FUTURE INPUT
O	ONGOING

STRATEGY	DIRECTION	RECOMMENDATION	DECISION
2.14 Develop a plan for posting and selection of Special Education teachers, in co-operation with the Human Resources Dept.	O	Co	Co
2.15 Conduct a review of the Behavioural programs.	O	Co	Co
2.16 Assist Area 3 in the review of their DART programs.	O	Co	Co
2.17 Assist with Area 3 Secondary Special Ed issues.	O	D	D
2.18 Develop a long range plan for computers and Special Education.	O	Co	Co
2.19 Investigate a middle school Autistic Program.	O	Co	Co"F"
2.20 Prepare and present a proposal for a Special Class at Delta.	N.S.	D	D
2.21 Investigate the establishment of a senior/ liaison speech pathologist role.	O	Co	Issue
2.22 Prepare "Special and Educational Services" information modules for distribution to all schools and area offices.		Delete	
2.23 Prepare a proposal for monthly statistical reports.	O	Co	Issue
2.25 Investigate the possibility of a "teacher registry" for career and system service planning.	N.S.	D	D
2.26 Discuss special in-service needs with HSSPA and offer to provide.	O	D	D

N.S.	NOT STARTED
D	DISCUSSION
Co	CONTINUE
C	COMPLETE
F	FUTURE INPUT
O	ONGOING

STRATEGY	DIRECTION	RECOMMENDATION	DECISION
2.27 Area Consultants and Secondary LRT/Principal's meet to agree upon a Special Education In-service plan for their school.	Co	D	D
2.28 Create a supplementary information package for new primary/junior teachers and in-service.	Co	Co	Co
2.29 Assess the "Adopt-a-school" project and report to the Department.	O	Co	Co"F"
2.30.1 Form an elementary and secondary Gifted Committee (as part of the Gifted Review Committee) to prepare program and staffing recommendations relative to the needs of the talented, gifted, and bright students in time to impact on the 1990 budget decision making.	O	Co	Co
2.30.2 Consider principal information sharing for those with self-contained gifted classes.	N.S.	Co	Co
3.31 Initiate "Pro Tem" meetings with HPA for issues arising.	N.S.	Co	Co
3.32 Provide in-service to consultants on Behavioural Descriptive Interviewing process.	N.S.	D	D

SPECIAL EDUCATION DEPARTMENT
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
EXEMPLARY PROGRAMS

PROGRAM	SCHOOL	PRINCIPAL	COMMENTS
Autistic	Westwood 9 Lynbrook Dr. L9C 2K6	Mr. Carl Burnell 383-2143	- Junior Program - Integration/buddy model - Community Agency (Chedoke-McMaster) involvement
Program for the Physically Impaired	Sherwood S. S. 25 High Street L8T 3Z4	Mr. Ken Hall 383-3377	- Secondary Program - Peer Tutor program - Total school involvement
Total Communication Class	Lisgar 110 Anson Ave. L8T 2X6	Mrs. Kathryn Pawlasek 389-1309	- Primary Program - Non verbal students - normal potential - Augmentative Programming
Program for the Auditorily Impaired	Queensdale 67 Queensdale E. L9A 1K4	Mrs. Christine Hutton 387-5744	- Pre-school/Primary Program - Integration/buddy model - Close cooperation with E. C. Drury
Program for the Trainable Retarded: Developmentally Delayed	Huntington Park 80 Kingslea Dr. L8T 4A5	Mr. Alex Kunc 383-3305	- Severely handicapped students - Integration/buddy model - Extensive Home Care involvement
Assessment Program	Glen Echo 140 Glen Echo Dr. L8K 4J1	Mrs. Jacqueline Diverty 560-6630	- Primary/Junior Program - Detailed student entry and assessment program - Extensive integration utilization

EDUCATIONAL PROGRAMS IN CARE, TREATMENT AND CORRECTIONAL FACILITIES (SECTION 25 PROGRAMS)

1) **Arrell Observation Home** - secure detention and custody facility

2) **B'nai Brith Cottage** - program for emotionally and psychiatrically disturbed

3) **Dawn Patrol Group Home** - open custody facility, young offenders

4) **Grace Haven** - residential and non residential care for unmarried mothers

5) **Hamilton-Wetnworth Detention Centre** - closed custody facility

6) **Lynwood Hall Children's Centre** - residential behaviour treatment facility

7) **McMaster University Medical Centre** - educational program for hospitalized patients

8) **Patterson House** - open custody facility, young offenders

9) **Robert Mac Home** - residential setting for the mentally/physically disabled

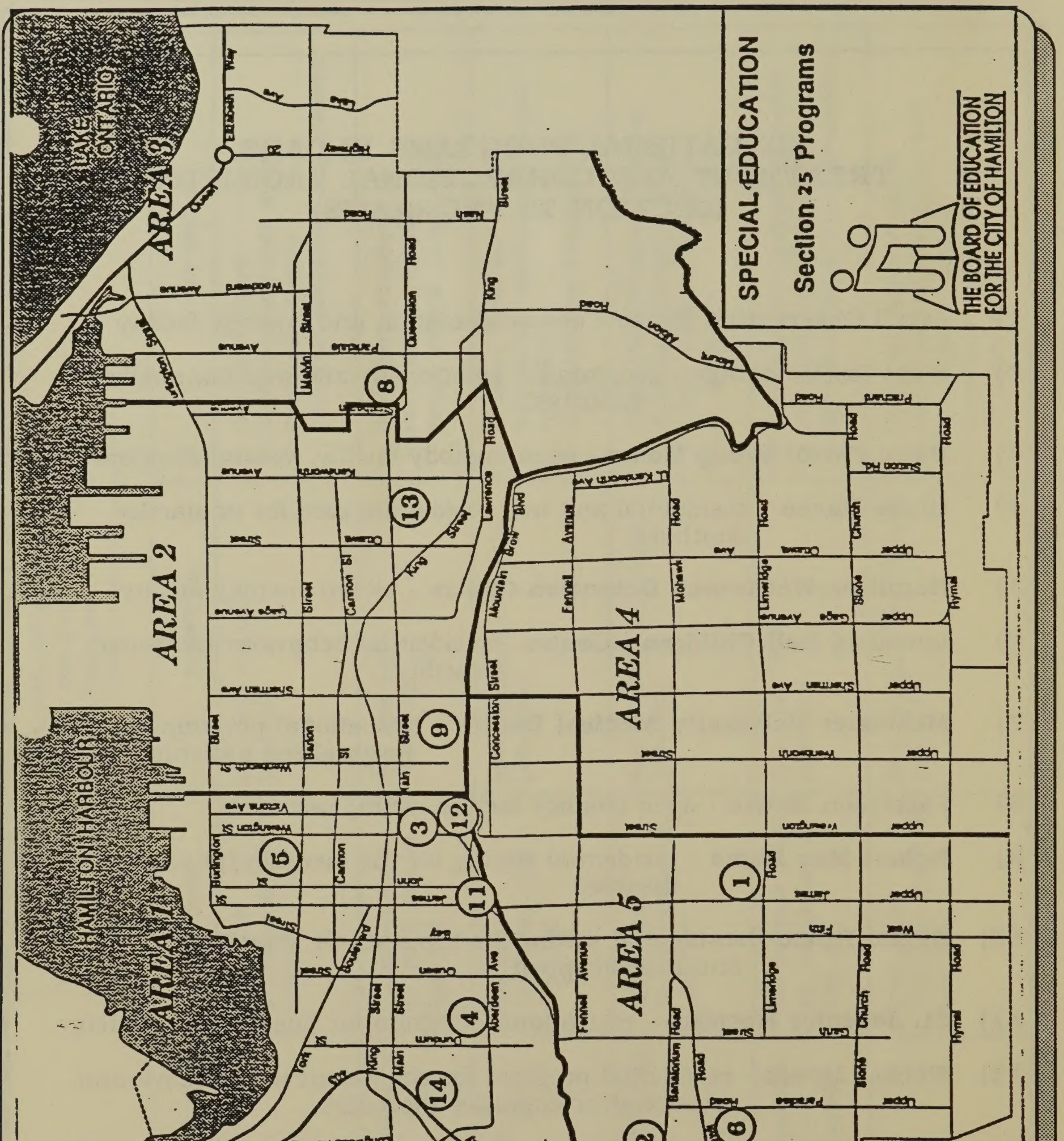
10) **Rygiel Home** - residential setting for the severely retarded, multihandicapped

11) **St. Joseph's Hospital** - educational program for hospitalized patients

12) **Webber House** - residential program for adolescent with behavioural, emotional or cognitive disorders

13) **Woodview Day Treatment (c/o Delta Secondary)** - treatment centre for day adolescents

14) **Woodview Children's Centre (c/o Westdale Secondary) (Canada House)** - residential treatment centre for troubled adolescents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